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ABSTRACT

The findings of a study into the nature and extent of violence in the New Jersey public schools are reported in this document. A mailed questionnaire elicited 1,387 responses from 56 percent of the school principals queried. The first section of the questionnaire sought an in-depth profile of the reporting school concerning type of school, enrollment, stability in pupil enrollment, percent of a school's rated enrollment capacity, use or nonuse of split sessions, average class size, socioeconomic status, and community type. Data were also sought on recordkeeping practices for reports of violent acts, policies for reporting and dealing with violent acts, and judgments about the change in the number of violent acts over the last two years. The second section sought the extent and site of reported violence in the categories of sex offense, robbery, assault, weapons possession, drug abuse, and alcohol abuse. Also requested was an estimate of suspected or unreported violence. The data were analyzed in terms of frequencies, means, and percent. Specific findings are presented and analyzed according to grade plan and school characteristics variables. These are followed by related recommendations and an analysis of innovative actions described by the responding principals. (Author/MLF)

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SCHOOL VIOLENCE SURVEY

AD HOC COMMITTEE TO STUDY VIOLENCE IN THE PUBLIC SCHOOLS

FALL, 1978

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CHAPTER 1

INTRODUCTION

The Committee to Study Violence in the Public Schools of the New Jersey School Boards Association proposed a staff study into the nature and extent of violence in the public educational system of the state. As a result, a survey was initiated. The target population selected for the survey was the principals of the state's public schools. It was the belief of the Committee that since principals were the administrators most closely involved in the schools, they would have the most to offer. The time period studied was June 1976 to May 1977.

The Committee initiated the survey for several reasons. First, there was no data available on the nature and extent of violence in New Jersey's public schools. Second, violence was perceived as a chronic and elusive problem in the public schools of New Jersey, and a system for detecting its prevalence and intensity and examining some of its characteristics appear to be a desirable administrative tool in securing safe schools. Third, the data would become a useful base-line structure upon which future surveys of increasing depth and complexity could be grounded. Fourth, heightened awareness of violence as a problem in public education would result from a survey and contribute to the administrative efficiency of school superintendents, principals and their support staffs.

The initiators of most surveys consider themselves fortunate if there is a 25 percent response. This NJSBA Survey on Violence elicited 1,387 responses or a 56 percent response, attesting to the deep conscientiousness and concern of superintendents and principals throughout New Jersey.

Design of the Survey

Recognizing that violence is a broad legal concept embracing many kinds of anti-social behavior including the self-destructive and the psychologically damaging, several categories of violence were selected for the study.

A questionnaire was developed in which schools were to be statistically segregated by their location, socio-economic status, class size, enrollment, split sessions, stability of enrollment and rated capacity of enrollment. The questionnaire was structured so as to elicit maximum information on violence with a minimum of inconvenience to the respondents. A pilot study was then conducted whereby the questionnaire was completed by 10 building principals.

Analysis of the responses to the pilot study, which took from June to September, 1977, resulted in a widening of the scope of the questionnaire. The respondent building principals suggested adding the self-destructive and psychologically volatile categories of drug and alcohol abuse to the list of acts of violence. This suggestion was incorporated into the survey. The pilot principals responses assured the Committee's staff that it was "tracking" the problem of violence in education in a statistically reliable way. The questionnaire was further reviewed and revised to reduce the possibility of distortion to a statistically manageable minimum.

Packages of the revised and final questionnaire were sent to all district superintendents in New Jersey in October of 1977, for distribution to their building principals and for return to the Association by the end of December, 1977.

The survey questionnaire consisted of two sections. The first section sought an in-depth profile of the reporting school as to:

1. Type of School - school type codes (elementary, middle/junior high schools, high schools and vocational) were assigned to each school. The 1977-78 New Jersey Public School Directory published by the Office of Management Information of the New Jersey Department of Education was used;

2. Enrollment - school average daily enrollment as of September 30, 1977;

3. Stability in Pupil Enrollment - perceived rate of pupil enrollment growth or decline over the last several years;

4. Percent of a school's rated enrollment capacity as of 1977-1978;

5. Split sessions - use or nonuse;

6. Average class size;

7. Socio-economic status - the district factor group (DFG) code assigned to school districts by the New Jersey Department of Education, Educational Assessment Program, was used as follows: LOW = DFG(A), LOW/MIDDLE = DFG(B, C, D), MIDDLE/HIGH = DFG (E, F, G), and HIGH = DFG (H, I, J). Vocational schools and districts with less than 300 pupils were not assigned to a DFG code. Since DFG was assigned to districts and the results of this study are reported by schools, caution should be used in drawing conclusions based on socio-economic status; and

8. Community type - Community type codes assigned to school districts by the New Jersey Department of Education, Educational Assessment Program, were used, i.e., urban, suburban, rural, etc.

Data was also sought on:

1. Recordkeeping practices for reports of violent acts.

2. Policies for reporting and dealing with violent acts.

3. Training for school administrators in dealing with violent acts, and

4. Judgments about the change in the number of violent acts over the last two years.

The second section listed the following categories of violence and sought the extent of reported violence in each of the schools:

1.	Sex Offense:	Subjecting another person to sexual contact or exposure without consent.
2.	Robbery:	Forcible taking of another person's property by threat of immediate use of physical force. Victim is present and aware of robbery.
3.	Assault:	The intentional causing of physical injury, impairment of physical condition, or substantial pain to another person with or without a weapon or dangerous instrument.
4.	Weapons Possession:	Having on the person - firearm, gravity knife, switchblade knife, cane, sword, chuka stick, dagger, bludgeon, blunt instrument, blackjack, billy club, metal knuckles, explosives, or firebomb.
5.	Drug Abuse:	Using or having on the person any of the prohibited drug substances, including marijuana or equipment for using such drugs. This includes violations of State and local laws regarding the possession, sale and use of narcotics.
6.	Alcohol Abuse:	Using or having in a person's possession any alcoholic beverage. This includes violations of State and local laws regarding the possession, sale, and use of alcoholic beverages.

Information was sought on the number of acts of violence falling within these categories, their sites as within the classroom, within the school building, or outside the school building.

Also requested was an estimate of suspected or unreported violence.

The respondents were assured that all information would be kept in strict confidence. No information was sought as to identities of known perpetrators of violence and the cover of confidentiality included the principal and his/her school.

The data were analyzed in terms of frequencies, means and percents. The data were placed into four major categories according to grade plan (elementary, middle/junior high, high school and vocational school) in order to allow a more accurate representation of the findings.

The data were analyzed in general terms for each of the grade plan categories. These general findings and related conclusions and recommendations were presented to and adopted by the Delegate Assembly of the New Jersey School Boards Association on October 26, 1978.

These general findings are incorporated in this document as a part of Chapter Three and serve as reference points for analysis of the specific findings of the survey. The specific findings presented and analyzed in this document resulted from examination of the data according to twenty-seven categories of the seven variables studied, i.e., community type, socio-economic status, rated capacity, stability of enrollment, split/regular sessions, size of enrollment, and class size.

The specific findings are presented in Chapter Two. Related recommendations are presented in Chapter Three. Chapter Four presents an analysis of innovative actions and programs described by the responding building principals. The results of the survey are presented in the addendum to this document.

CHAPTER 2

SPECIFIC FINDINGS OF THE NJSBA'S SURVEY OF SCHOOL VIOLENCE

This chapter reports the specific findings of the NJSBA's Survey of School Violence. The chapter is divided into four Parts: Part I - Elementary Schools, Part II - Middle/Junior High Schools, Part III - Secondary Schools and Part IV - Vocational Schools.

The specific findings resulted from analysis of the Results of the Survey of School Violence which appears as an Appendix to this document. The specific findings are reported as substantial deviations from the general finding within the 27 categories of the seven variables studied. Generally substantial deviation was determined as any figure (averages or percentages) that was at least 30 percent above or below the general finding for a grade plan.

Instances where no substantial deviation occurred from the general finding within the variables studied were also reported in the specific findings.

In some instances, the population of responding schools was too small to draw legitimate comparisons. Those cases are identified and not incorporated into the text.

All findings reported herein are for schools responding to the survey. No attempt is made to imply that the findings can be generalized to apply to all of New Jersey's schools.

PART I

SPECIFIC FINDINGS FOR ELEMENTARY SCHOOLS

Extent of Reported Violence

The highest incidence of reported acts of violence (an average of more than 6 acts per school) was found in elementary schools having one or more of the following characteristics: enrollment of 800 or more, experiencing rapid enrollment growth, in districts classified as low socio-economic, operating at more than 100 percent of Rated Enrollment Capacity, having average class size of more than 27 students, in districts classified as urban center or rural, using split sessions.

The lowest incidence of violence (less than 2 incidents per school) occurred in schools where the following conditions prevailed: enrollment below 200 students, high socio-economic districts, steadily declining enrollment, stability of enrollment uncertain, in suburban or mixed suburban-rural or urban-suburban districts.

Following is an analysis of reported violence in elementary schools by locations and categories of incident.

Classroom

Twenty-nine percent of all reported incidents of violence in responding elementary schools occurred in classrooms. Yet in schools within the following variables, the classrooms were the site of a substantially lower proportion (17 percent) of reported acts of violence: split sessions, districts classified as suburban or as suburban-rural, districts of high socio-economic status and schools with average class size of less than 17. A substantially higher percentage of reported acts of violence (above 40 percent) occurred in schools operating at between 86 and 95 percent of rated capacity of enrollment.

In the elementary schools responding, the variables of stability of enrollment and enrollment size did not demonstrate substantial variation above or below the general finding of an average of one reported act of violence in a school per year.

Buildings

Violence in the elementary schools occurred almost as often (27 percent of the time) elsewhere in the building as in the classrooms. These other sites included hallways, restrooms, stairwells, etc. Percentage of violence outside the classroom but in the building dropped substantially (to 17 percent) in schools with enrollments below 200 students, in districts classified as middle to high socio-economic status and operating with an average class size below 19 students.

Categories of the variables of community type, stability of enrollment, rated capacity of enrollment and split sessions showed no appreciable deviation from the general finding in elementary schools for proportion of reported violence that occurred outside the classroom, but in the building.

Outside the School Building

Forty-four percent of all reported acts of violence occurred somewhere outside the school building. Yet schools with enrollments of 800 or more which have already been cited as having the highest rates of violence had a sharply lower (33 percent) proportion of reported acts of violence occur outside the school building.

The 44 percent of total reported acts of violence outside of the school building increased sharply to more than 55 percent in schools where seven categories of the variables prevailed. These were: average class size below 20 students, rated enrollment capacity of between 86 percent and 95 percent, split sessions, schools in suburban and suburban-rural districts, districts of middle to high socio-economic status.

Only within the variable of stability of enrollment, was no deviation from the general finding for proportion of violence outside the building not found.

REPORTED VIOLENCE

Sex Offenses

Sex offenses accounted for only two percent of the total volume of reported acts of violence in the responding elementary schools. This low rate prevailed throughout all 27 categories, i.e., did not increase nor decrease substantially under all possible educational and demographic conditions.

Robberies

Robberies were 14 percent of all reported acts of violence. The 14 percent dropped sharply, reaching a low of 8 percent, in schools classified as follows: in districts classified as suburban, suburban-rural and rural, in schools with Rated Enrollment Capacity above 100 percent, in schools experiencing rapid growth and in schools with an average class size of less than 19 students.

But robberies were of a substantially greater proportion (more than 19 percent of total reported violence) in schools in districts classified as: urban-suburban, uncertain of enrollment stability. The 14 percent rate of robberies was not affected in elementary schools by the socio-economic status of the district or the school's use of split sessions or enrollment size.

Assaults

Assaults were the most common and frequent acts of violence reported in the survey accounting for 70 percent of all reported violence.

The 70 percent rate held steady for all categories of variables, i.e., the frequency of assaults was not affected by educational and administrative distinctions and peculiarities of particular districts.

Weapons Possession

Cases of weapons possession represented nine percent of total reported acts of violence. But weapons possession accounted for a substantially lower proportion of reported violence (only 6 percent) in schools classified as: being in high socio-economic districts and in rural districts.

When any of the following characteristics marked a school, weapons possession rose substantially to more than 12 percent of reported total violence: urban-suburban district, split sessions, steadily declining enrollment. The proportion of weapons possession was not affected by: size of enrollment, rated enrollment capacity, class size.

Drug Abuse

Drug abuse accounted for only three percent of all reported violence in the survey period.

The percentage of drug abuse doubled, i.e., jumped from two percent to four percent of total reported violence in schools in districts that were: suburban, suburban-rural, classified as having high socio-economic status, operating with an average class size above 27 students. Split sessions, enrollment stability, percent of rated enrollment capacity and size of enrollment were not associated with any substantial rise or decline from the three percent general figure for drug abuse in all reporting schools.

Alcohol Abuse

Only two percent of all acts of violence in the survey period were cases of alcohol abuse. But the two percent rate increased 100 percent to four percent of reported violence in districts classified as: suburban and suburban-rural, having high socio-economic status, having middle to high socio-economic status.

The general finding that alcohol abuse was two percent of the problem of total elementary school violence was not affected by such factors as rated enrollment capacity, stability of enrollment, size of enrollment, class size or split sessions. Under these latter conditions, the rate did not deviate from two percent.

UNREPORTED VIOLENCE

Unreported violence did not mean known instances of violence that the reporting principals were unwilling to report in the survey. Elementary principals reporting in the survey estimated that 48 percent of all acts of violence occurring at schools or in school-related activities had not been reported.

In schools experiencing rapid enrollment growth, more reporting was done on violence in general. Principals of these schools estimating that only 36 percent of violent activity escaped official notice and recording.

But in districts classified as suburban-rural and in schools with split sessions, far more violence (60 percent) was suspected by the principals to have gone unreported.

The general finding of 48 percent rate of unreported acts of violence prevailed and was not changed by such factors as the socio-economic status of the district or the rated capacity of enrollment, size of enrollment or average class size of the school.

PART II

SPECIFIC FINDINGS FOR MIDDLE/JUNIOR HIGH SCHOOLS

Extent of Reported Violence

In the middle/junior high schools from which principals responded, an average of 13 reported acts of violence were indicated to have occurred during the period under study.

It was found that a substantially larger number of reported violent acts (i.e., more than 20 incidents on the average per school) occurred in middle/junior high schools with the following characteristics: experiencing rapid growth, in districts classified as rural, operating at more than 100 percent of rated capacity of enrollment, having a class size greater than 27 and on split sessions. A substantially higher number of reported acts of violence were also reported in the two middle/junior high schools responding that had more than 1600 students.

Analysis of the data revealed no substantial deviation above or below the general finding of 13 incidents per middle/junior high school within the categories of socio-economic status.

Locations of Violence - Classrooms

Of the 1,824 incidents of violence reported in the responding middle/junior high schools, about 23 percent occurred in classrooms. A substantially smaller percentage of reported violent acts (below 16 percent) occurred in classrooms in middle/junior high schools found to be operating under split sessions, within districts classified as urban-suburban and as rural, identified as relatively stable in enrollment, operating above 100 percent of rated capacity and with an enrollment between 400 and 799 students.

On the other hand, a substantially higher percentage of reported violent acts (above 30 percent) occurred in classrooms in schools found to be in districts classified as suburban, in districts classified as having a low socio-economic status and having a high socio-economic status, experiencing rapid growth and operating with an enrollment below 400 students.

Analysis of the categories of class size did not demonstrate any substantial deviations above or below the general finding for percent of reported violent acts occurring in classrooms. It should be noted, however, that of the 139 middle/junior high schools in the study only one indicated it had an average class size below 20 students.

Building

Twice as many incidents of violence had been reported elsewhere in the building as had been reported in classrooms. About 46 percent of all the reported acts of violence that occurred in the middle/junior high schools studied occurred not in classrooms but in the building; e.g., hallways, restrooms, etc. Schools classified in two of the 27 categories of the variables had a substantially smaller percentage (less than 33 percent) of reported violence occurred elsewhere in the building. Specifically, these were schools operating at below 76 percent of rated capacity and schools within districts classified as having low socio-economic status.

A large deviation above the general finding (more than 59 percent) for proportion of reported violence occurring in a building was not found in any of the 27 categories of the seven variables.

Outside

Nearly one-third (30 percent) of the total of all reported acts of violence in the middle/junior high schools occurred outside the school building. Schools operating with a rated capacity of enrollment between 76 and 85 percent had a substantially lower percentage of their total number of reported violent acts occur outside their buildings (below 22 percent).

Substantially large variation above the general finding of the proportion of reported violence that occurred outside was found in four of the 27 categories of the variables studied (more than 38 percent). These were in schools within districts classified as rural, within districts having low socio-economic status, operating at a rated capacity below 76 percent and for which principals were uncertain of the stability of enrollment.

Analysis of the categories within the variables of regular/split sessions, size of enrollment and class size revealed no substantial variation above or below the general finding for percentage of reported violent acts occurring outside the building.

REPORTED VIOLENCE

Sex Offenses

The general findings for middle/junior high schools studied revealed that of the total number of reported acts of violence, one percent were sex offenses. Examination of the number of reported sex offenses according to the 27 categories of the seven variables showed no substantial variation from the percent of reported acts of violence that were sex offenses. Sex offenses were not found to be more prevalent according to any of the variables studied for elementary schools.

Robberies

Generally, reported robberies in the responding middle/junior high schools constituted 15 percent of all reported acts of violence during the 12 month period studied. A substantially smaller percentage of total reported violent acts (below 11 percent) were found to be robberies in middle/junior high schools having the following characteristics: within districts classified as rural, within districts having a socio-economic status rated as low and as middle/high, operating with rated capacity of enrollment below 76 percent, on split sessions* experiencing rapid growth, relatively stable and in which principals were uncertain of the stability of their enrollment.

At the other end, a substantially larger percentage of the total reported violent acts (more than 17 percent) were found to be robberies in middle/junior high schools categorized as steadily declining in the stability of their enrollment, and in schools having an enrollment below 400 students.

Assaults

Generally, reported assaults in the responding middle/junior high schools comprised 58 percent of all reported acts of violence during the twelve month period studied. Assaults were the most frequently identified type of violence in the middle/junior high schools. A substantially lower proportion of (below 44 percent) reported violence was found to be assaults in middle/junior high schools in districts classified as urban centers and in schools operating at a rated capacity above 100 percent.

At the other extreme, a substantially greater proportion (about 72 percent) of all reported acts of violence were found to be assaults in schools within districts classified as rural. Two middle/junior high schools responding to the survey had enrollments above 1600 students. Each of these schools had a substantially higher percentage above the general finding of their violence reported as assaults.

Analysis of the categories of the variables of socio-economic status, regular/split sessions, enrollment and class size did not demonstrate any substantial deviation above or below the general finding for assaults.

Weapons Possession

Generally, reported cases of weapons possession in the responding middle/junior high schools represented eight percent of all reported acts of violence during the 12 month period under study. A substantially lower percentage (below five percent) of reported violence was weapons possession in schools within districts classified as rural, and experiencing rapid growth. The two middle/junior high schools with enrollment greater than 1,600 students also reported a substantially lower percentage of cases of weapons possession than in the general finding.

Alternately, a substantially greater proportion (above 11 percent) of reported violence was found to be cases of weapons possession in middle/junior high schools within districts classified as urban centers, within districts having a low socio-ecnomic status, operating under split sessions, in schools in which principals were uncertain of the stability of enrollment, operating below

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*Because of the small number of middle/junior high schools responding who were on split sessions, caution should be taken in the drawing of any conclusions.

76 percent of their rated capacity of enrollment and with an enrollment between 800 and 1,599 students.

Analysis of the variable of class size revealed no substantial deviations above or below the general finding on cases of weapons possession.

Drug Abuse

Generally, reported cases of drug abuse in the responding middle/junior high comprised 13 percent of all reported acts of violence during the 12 month period. A substantially smaller proportion of the total reported violent acts were found to be cases of drug abuse in schools within districts classified as rural, in districts classified as having low socio-economic status, and operating below 76 percent of rated capacity. The two middle/junior high schools with more than 1,600 students also had a substantially lower proportion of reported violence identified as drug abuse, than the general finding for all middle/junior high schools.

On the other hand, a substantially larger percentage of the total reported violent acts (more than 16 percent) was found to be drug abuse in middle/junior high schools within districts classified urban suburban, operating above 100 percent of rated capacity of enrollment, on split sessions, experiencing with an enrollment between 800 and 1,599 students.

No substantial deviation in the proportion of reported violence classified as drug abuse was found within the categories of the variable of class size.

Alcohol Abuse

Generally, reported cases of alcohol abuse in the responding middle/junior high schools constituted eight percent of all reported acts of violence during the 12 month period studied. A substantially smaller proportion (less than 5 percent) of reported acts of violence were found to be cases of alcohol abuse in middle/junior high schools within districts classified as urban centers and as rural and within districts classified as having low socio-economic status.

At the other extreme, a substantially greater proportion (about 11 percent) of reported violent acts was found to be alcohol abuse in schools operating above 100 percent of rated capacity and below 76 percent of rated capacity.

Analysis of the categories of the variables of regular/split sessions, stability of enrollment, size of enrollment and class size demonstrated no substantial variation above or below the general finding for alcohol abuse in middle/junior high schools.

UNREPORTED VIOLENCE

Middle/Junior High School Principals reporting in the survey estimated that 44 percent of all acts of violence occurring at schools or in school-related activities had not been reported.

In middle/junior high schools in urban centers, in districts having low socio-economic status, operating at a rated capacity of enrollment below 76 percent, more reporting was done on violence in general. Principals of these schools estimated that only 31 percent of violent activity escaped official notice and recording. The two middle/junior high schools with enrollment above 1,600 students also estimated a substantially smaller percentage below the general finding of violence having been unreported.

But in schools with split sessions, far more violence (above 60 percent) was suspected by the principals to have gone unreported.

The general finding of 44 percent rate of unreported acts of violence prevailed and was not changed by average class size of the school.

PART III

SPECIFIC FINDINGS FOR SECONDARY SCHOOLS

Extent of Reported Violence

In the secondary schools from which principals responded, an average of 22 reported acts of violence were indicated to have occurred per school during the period under study.

The highest incidence of violence (an average of more than 28 acts per secondary school) was found in schools with one or more of the following characteristics: in districts classified as urban centers, in districts classified as having low socio-economic status, operating at more than 100 percent of rated enrollment capacity, using split sessions, experiencing rapid growth, having more than 1,600 students and an average class size greater than 27.

The lowest incidence of violence (less than 15 incidents per secondary school responding) occurred in schools where the following conditions prevailed: in urban-suburban districts and an average class size below 19.

None of the variables were without at least one category that revealed substantial differences above or below the average of 22 reported acts of violence per school.

Following, is an analysis of reported violence in secondary schools responding by precise and approximate locations.

Classroom

Fourteen percent of all reported incidents of violence occurred in classrooms in the responding secondary schools. Yet in schools with the following variables, the classrooms were the site of a substantially lower proportion (less than 10 percent) of reported acts of violence: rated capacities of enrollment between 86 and 95 percent, and over 100 percent, experiencing rapid growth, steady decline, relatively stable, and with an average class size below 19.

A substantially higher proportion of reported acts of violence (above 18 percent) was not found to occur in classrooms in secondary schools according to any of the 27 categories of the seven variables studied.

Buildings

Violence in the responding secondary schools occurred more than three times as frequently (48 percent of the time) elsewhere in the building as in the classrooms. These other sites included hallways, restrooms, stairwells, etc. Percentage of violence outside the classroom but in the building dropped dramatically (below 33 percent) in schools seen by their principals to be experiencing rapid growth, steady decline or relative stability in enrollment.

A substantially larger proportion (more than 62 percent) of reported violence was found to have occurred in secondary school buildings that were located in districts of low socio-economic status.

Outside the School Building

Twenty-nine percent of all reported acts of violence occurred somewhere outside the school building. Yet secondary schools in urban centers, in districts having low socio-economic status, experiencing rapid growth, steady decline or relative stability, had a sharply lower proportion (below 20 percent) of reported acts of violence occurring outside the school building.

The proportion of total reported acts of violence outside of the school building increased sharply to more than 37 percent in secondary schools where average class size was below 20 students.

REPORTED VIOLENCE

Sex Offenses

Sex offenses accounted for one percent of the total volume of reported acts of violence. This rate prevailed throughout all 27 categories, with no incidents of reported sex offenses occurring in schools with an average class size below 20.

Robberies

Robberies comprised eight percent of all reported acts of violence in the responding secondary schools. The eight percent dropped (below 6 percent) in secondary schools classified as rural and in districts of low to middle socioeconomic status.

But robberies constituted a larger proportion (above 10 percent) in secondary schools in districts classified as urban centers and as suburban, in districts with a socio-economic status rated as low, as middle to high and also as high, operating at a rated capacity of enrollment between 96 and 100 percent, operating on regular sessions, experiencing steady decline in enrollment, relative stability of enrollment, having enrollment between 800 and 1,599 students and with an average class size below 26.

Assaults

Assaults were the most frequent acts of violence reported from the responding secondary schools accounting for 33 percent of all reported violence.

The proportion of reported violence that was assaults dropped dramatically (below 23 percent) in responding secondary schools in districts of high socio-economic status, operating at a rated capacity of enrollment between 76 and 85 percent and with an average class size below 20. Assaults increased substantially in proportion (above 42 percent) in the responding secondary schools in urban centers, in districts of low to middle socio-economic status and with enrollment between 400 and 799.

The variables of split sessions and stability of enrollment did not demonstrate any substantial deviation from the general finding for the proportion of total reported violent acts that were assaults in the secondary schools studied.

Weapons Possession

Cases of Weapons Possession represented seven percent of total reported acts of violence in the responding secondary schools. But weapons possession accounted for a smaller proportion (less than 5 percent) of reported violence in secondary schools on split sessions, with enrollment between 400 and 799, and with an average class size below 20.

In responding secondary schools in districts classified as having a low socio-economic status, weapons possession increased to more than nine percent of reported total violence.

There were no substantial deviations above or below the general finding for reported cases of weapons possession in the responding secondary schools when examined against the variables of community type, rated capacity of enrollment and stability of enrollment.

Drug Abuse

Cases of reported drug abuse accounted for almost as much of the reported violence in the responding secondary schools as did assaults. Cases of drug abuse represented 30 percent of all reported violence in the secondary schools studied.

Responding secondary schools had a substantially smaller proportion (below 27 percent) of their reported violence identified as drug abuse when the schools were marked by the following characteristics: in districts classified as urban centers and as suburban, in districts classified as having a low to middle socio-economic status, and operating with an enrollment between 400 and 799 students.

The proportion of reported violence that was drug abuse increased substantially (above 39 percent) in secondary schools operating at a rated capacity of enrollment between 76 and 85 percent, experiencing rapid growth and having an average class size below 20 students.

There were no substantial deviations above or below the general finding for reported cases of drug abuse in the responding secondary schools when examined against the variables of split and regular sessions.

Alcohol Abuse

Reported cases of alcohol abuse ranked third behind assaults and drug abuse in its proportion of the total reported violence in the responding secondary schools. Alcohol abuse represented 17 percent of all reported violence in the secondary schools for which data was collected.

A marked drop in reported cases of alcohol abuse (below 12 percent) occurred in secondary schools characterized as being in urban centers and being in districts classified as having low socio-economic status.

Cases of alcohol abuse rose dramatically in their proportion of total violence (above 22 percent) when secondary schools were found to be located in suburban-rural districts, in districts classified as having middle to high socio-economic status and operating on split sessions.

Substantial variations from the general finding of the proportion of total reported violence represented by alcohol abuse were not found in examination of the variables of stability of enrollment, rated capacity of enrollment, size of enrollment and class size.

UNREPORTED VIOLENCE

Secondary school principals responding to the survey estimated that 60 percent of all acts of violence occurring in school or at school-related activities had not been reported. No substantial deviation occurred from this general finding on the extent of estimated unreported violence within any of the categories of the seven variables studied.

PART IV

SPECIFIC FINDINGS FOR VOCATIONAL SCHOOLS

Extent of Reported Violence

Principals from the responding vocational schools indicated an average of 11 reported acts of violence per school during the June, 1976 to May, 1977 survey period. Throughout this analysis, it should be kept in mind that the variables of community type and socio-economic status did not apply to the vocational school population. It should also be noted that the category of steady decline in the variable of stability of enrollment and the category of average class size greater than 27 within the class size variable had only one school reporting and, therefore, were not used in the analysis.

The highest incidence of violence (an average of more than 15 acts per school) was found in responding vocational schools with the following characteristics: operating at between 96 and 100 percent of rated enrollment capacity and with an enrollment below 200 students.

The lowest incidence of violence (less than 7 incidents per school) occurred in responding vocational schools where enrollment was between 200 and 399 students.

There was no substantial deviation from the general finding of an average of 11 reported acts of violence per responding vocational schools when the information from these schools was analyzed against the categories of the following variables: split sessions, stability of enrollment and average class size.

Following is an analysis of reported violence in the responding vocational schools by approximate locations of the reported incidents.

Classroom

Thirty-one percent of all reported incidents of violence in the responding vocational schools occurred in classrooms. In vocational schools with enrollment between 200 and 399, the classrooms were the site of only 12 percent of reported acts of violence. A substantially higher percentage of reported acts of violence (above 42 percent) occurred in the responding vocational schools operating on split sessions.

There were no substantial deviations from the general finding for responding vocational schools for the proportion of violence reported to have occurred in classrooms when the information from the schools was analyzed according to the variable of rated capacity of enrollment.

Buildings

Violence in the responding vocational schools occurred as often (31 percent of the time) elsewhere in the building as in the classrooms. These other sites included hallways, restrooms, stairwells, etc. In responding vocational schools having an enrollment between 200 and 399 students, a substantially higher proportion (more than 44 percent) of reported violence occurred outside the classrooms but in the building.

No substantial deviations from the general finding for the proportion of violence reported to have occurred in buildings but outside classrooms were demonstrated when the data were analyzed in terms of the variables of rated capacity of enrollment, split sessions, stability of enrollment and class size.

Outside the School Building

Twenty-six percent of all reported acts of violence occurred somewhere outside the responding vocational school buildings. Vocational schools operating at a rated capacity of enrollment between 86 and 95 percent demonstrated the highest rate of violence (47 percent.) A substantially smaller proportion of reported violence occurred outside vocational schools that were operating above 100 percent of rated capacity of enrollment.

Substantial deviations above or below the general finding for proportion of total violence occurring outside the responding vocational schools were not found when the data from these schools were analyzed against the categories of the following variables: split sessions, stability of enrollment, size of enrollment and average class size.

REPORTED VIOLENCE

Sex Offenses

Sex offenses accounted for only two percent of the total volume of reported acts of violence in the responding vocational schools. A substantially greater proportion of reported violence was found to be sex offenses in responding vocational schools that were operating about 100 percent of rated capacity of enrollment and with enrollments between 400 and 799 students.

No instances of sex offenses were indicated in responding vocational schools that were operating between 86 and 95 percent of their rated capacities of enrollment, operating with enrollments below 400 students and having an average class size below 20 students.

Within the variables of split sessions and stability of enrollment, no substantial deviations were demonstrated from the general finding of the proportion of total reported violence that was classified as sex offense.

Robberies

Robberies were eight percent of all reported acts of violence in the responding vocational schools. The eight percent dropped sharply (below 5 percent) in vocational schools classified as follows: in schools with rated enrollment capacity between 86 and 95 percent and above 100 percent, experiencing rapid growth and having an enrollment greater than 800 students.

But robberies constituted a substantially larger proportion of reported violence (more than 11 percent) in vocational schools that were operating between 96 and 100 percent of rated capacity of enrollment. Split sessions and average class size were two variables that did not demonstrate any substantial deviation from the general finding of the proportion of total reported violence that was robbery.

Assaults

Assaults were the most frequent acts of violence reported in the responding vocational schools accounting for 48 percent of all reported violence.

Responding vocational schools operating on regular sessions, experiencing rapid growth and having an enrollment below 200 students expressed substantially greater proportions (above 64 percent) of reported violence to be assaults.

Rated capacity of enrollment and average class size were two variables that did not deviate substantially from the general finding of the proportion of total reported violence that was assault.

Weapons Possession

Cases of weapons possession represented seven percent of total reported acts of violence in the responding vocational schools. But weapons possession accounted for substantially less (below 4 percent) of reported violence in vocational schools that were operating above 100 percent of rated capacity and had enrollments larger than 800 students.

When the responding vocational schools were operating below 85 percent of rated capacity of enrollment, weapons possession shot up substantially (above 10 percent) in the proportion of total violence represented.

Split sessions, stability of enrollment and average class size demonstrated no substantial variations on the proportion of reported violence in the responding vocational schools that was weapons possession.

Drug Abuse

Instances of reported drug abuse comprised 29 percent of the reported violence in the responding vocational schools. Substantially lower proportions of violence were reported below this general finding (below 19 percent) in responding vocational schools that were operating between 96 and 100 percent of rated capacity of enrollment, on regular sessions, experiencing rapid growth and with an enrollment below 200 students. No instances of reported drug abuse had been indicated in vocational schools classified as relatively stable in their enrollment.

However, responding vocational schools that were operating with enrollments above 800 students expressed a substantially higher proportion of reported violence as drug abuse (above 39 percent.)

Only within the variable of average class size was no substantial variation found from the general finding of the proportion of reported violence in responding vocational schools that was drug abuse.

Alcohol Abuse

Cases of reported alcohol abuse were the second least frequent type of violence identified in the responding vocational schools, accounting for only 6 percent of all reported violence. In responding vocational schools operating above 100 percent of rated capacity of enrollment and below a 200 student enrollment, a substantially smaller proportion (below 4 percent) of total reported violence was identified as alcohol abuse.

Responding vocational schools that were operating at a rated capacity between 86 and 95 percent and with a student enrollment between 200 and 399 students, had substantially larger proportions (above 8 percent) of total violence identified as cases of alcohol abuse.

Within the variables of stability of enrollment and average class size, no substantial deviation was found from the 6 percent general finding of total violence in responding vocational schools identified as alcohol abuse.

UNREPORTED VIOLENCE

Responding vocational school principals noted that they believed 68 percent of all acts of violence occurring in school or at school-related activities had gone unreported.

Substantially larger proportions of violence was believed to have been reported in responding vocational schools that were operating at a rated capacity of enrollment between 96 and 100 percent, and with student enrollments below 200 and above 800.

The variables of class size and stability of enrollment demonstrated no substantial differences from the general finding of 68 percent of all violence in the responding vocational schools estimated to have gone unreported.

CHAPTER 3

CONCLUSIONS AND RECOMMENDATIONS RESULTING FROM THE SCHOOL VIOLENCE SURVEY

EXTENT OF VIOLENCE

The extent of violence reported in the public schools during the period of the survey increased from an average of four incidents per year per elementary school to thirteen per year per middle/junior high school, to 22 per year per secondary school. Obviously, the secondary schools studied faced acts of violence twice as frequently as did the middle/junior high schools studied. Middle/junior high schools studied, on the other hand, faced acts of violence three times more frequently than the elementary schools studied. It is the conclusion of the Committee that the greatest extent of violence occurred in the secondary schools responding to the survey.

The Committee recommends that boards of education with secondary schools establish as a high priority an investigation and promulgation of means to combat violence in their schools.

Increased incidence of violence above that generally found in the responding elementary schools was associated in the survey with schools near, at, or above certain physical and administrative limits at which the problems of administration and classroom management grow more complex and difficult. These limits can be viewed as zones where conditions favoring or encouraging violence appear to grow stronger. The survey indicates that these limits for responding elementary schools are: enrollment above 800 students, enrollment above 100 percent of rated capacity, average class size above 27 students, and use of split sessions. The survey also revealed that responding elementary schools experienced higher incidents of violence when the communities in which they existed demonstrated certain characteristics. The community characteristics associated with higher incidents of violence in elementary schools were urban center communities, rural communities and communities classified as having low socio-economic status.

Responding elementary schools in or near these danger zones should look for insight into elementary schools that were located in urban-suburban, suburban and suburban-rural settings, in districts classified as having high socio-economic status. Elementary schools experiencing a steadily declining enrollment, as well as schools with an enrollment below 200 students, might also reveal insights into reducing the potential for violence.

For the responding middle/junior high schools, the survey indicates that the danger zones are: enrollment above 100 percent of rated capacity, average class size above 27 students, and use of split sessions. Community characteristics associated with higher incidents of violence in middle/junior high schools were that of being a rural community and that of experiencing a rapid growth of enrollment.

For responding secondary schools, the survey indicates that the danger zones are: enrollment above 1,600 students, enrollment above 100 percent of rated capacity, average class size above 27 students, and use of split sessions. Community characteristics associated with higher incidents of violence in secondary schools were urban center communities, communities classified as having low socio-economic status, and experiencing rapid growth of enrollment.

Responding secondary schools in or near these danger zones should look for suggestions for decreasing the potential violence in their schools by examining secondary schools in urban-suburban setting and secondary schools having an average class size below 20.

For responding vocational schools, the survey indicates that the danger zones are: enrollment below 200 students and an enrollment between 96 and 100 percent of rated capacity. Responding vocational schools in or near these danger zones should look for insight into vocational schools that have an average enrollment of between 200 and 399 students.

It appears safe to conclude that principals, superintendents, and members of boards of education should keep a critical eye out for evidence of movement by schools in their respective districts toward one or more of these limits. Depending upon the individual district and school, these officials may find it necessary and wise to take action to prevent or retard movement toward these danger zones.

Where schools are influenced by variables over which administrators and boards of education have no control, i.e., such factors as stability of enrollment, wealth or poverty of the district, and type of community, to the extent that these factors are associated with high rates and incidence of violence, further analysis might profitably be made of districts with similar educationally unmanageable external conditions, yet which have little violence, to learn, if possible, how such districts keep violence at a minimum.

Elementary school officials in communities classified as urban centers, rural, or as having low socio-economic status, should begin immediate examination of their conditions to determine what changes in personnel deployment, programs and architecture can be made to provide active student supervision and structured activities for students.

Middle/junior high school officials in communities classified as rural or experiencing rapid growth of enrollment, should begin immediate examination of their conditions to determine what changes in personnel deployment, programs and architecture can be made to provide active student supervision and structured activities for students.

Secondary school officials in communities classified as urban centers, having low socio-economic status, or having rapid enrollment growth, should begin immediate examination of their conditions to determine what changes in personnel deployment, programs and architecture can be made to provide active student supervision and structured activities for students. Specifically, secondary schools in urban-suburban districts and secondary schools with an average class size below 20, should be examined to determine if any conditions exist which may be transferable to their schools.

LOCATIONS OF VIOLENCE

Elementary schools responding to the survey were found to have an average of one reported incident per school year occur in a classroom. In the middle/junior high schools studied, an average of three reported violent acts occurred per year in a classroom. The same number of reported violent acts, three per year, were indicated to have occurred in classrooms in the secondary schools responding. The Committee concluded that there was no substantial difference according to grade level in the number of violent acts reported to have occurred in classrooms during the time of the survey. The Committee recommends, however, that boards of education take appropriate action to enable administrators and teachers to respond quickly in dealing with classroom violence.

With respect to an inordinate proportion of violence occurring in classrooms in the responding elementary schools, it is suggested that some strategies for reducing violence may be gleaned from elementary schools in suburban and suburban-rural settings, in high socio-economic districts, as well as those on split sessions and having an average class size below 20 students. Specifically, responding elementary schools with a rated capacity of enrollment between 86 and 95 percent would profit from such an examination, since responding elementary schools with this characteristic had a high proportion of their reported violence occur in classrooms.

In the responding middle/junior high schools, insight into decreasing the potential for violence could be gained from an examination of middle/junior high schools in rural settings, operating at a rated capacity of enrollment over 100%, on split sessions and having an enrollment between 400 and 799 students. Specifically, responding middle/junior high schools would profit most if they examined schools in a suburban setting, operating between 96 and 100%, in districts experiencing rapid growth and having an enrollment of below 400 students.

Classroom violence was not found to be disproportionately higher within any of the categories of the seven variables studied for responding secondary schools. Perhaps, however, the general amount of violence in secondary classrooms could be decreased if programs, staff deployment and architecture are studied in responding secondary schools which experienced unusually low amounts of violence. These were secondary schools that were operating at 86 to 95 percent of rated capacity of enrollment, as well as those operating above 100 percent of rated capacity of enrollment, experiencing rapid growth of enrollment, or steady decline or even experiencing relative stability of enrollment, and operating with an average class size below 20 students.

Responding vocational schools operating on split sessions might profit in a decrease in classroom violence, if some time were given to examining how vocational schools with enrollments below 400 students operate.

Violence outside the classroom was found to be the most extensive problem in all grade levels of schools surveyed. Vocational schools indicated that two-thirds of all reported violence occurred outside the classroom. Middle/junior high schools and elementary schools indicated that three-quarters of all reported violence occurred outside the classroom and secondary schools indicated that four-fifths of all reported violence occurred outside the classroom.

Building violence outside the classroom in elementary schools may be decreased if discernable effective programs, staff deployment or architectural differences can be identified in those responding elementary schools that had unusually low amounts of building violence. These were elementary schools that were located in districts classified as having a middle to high socio-economic status, operating with an enrollment below 200 students and having an average class size below 20 students.

As in the responding elementary schools, building violence outside the classroom in the responding middle/vocational schools was not found to be disoportionately higher within any of the categories of the variables studied. Responding middle/junior high schools worth studying for possible insights into means of decreasing building violence were those in districts classified as having a low socio-economic status and operating below 76 percent of rated capacity of enrollment.

The exact opposite situations was found to be the case, however, in responding secondary schools that were located in districts classified as having low socio-economic status. These secondary schools experienced the highest amount of building violence outside the classroom. While it can be argued that such schools might profit from examining the programs, staff deployment and architecture of any other type of secondary schools, perhaps the most significant improvement would result from an examination of secondary schools that experienced rapid growth of enrollment, as well as steady decline. Even responding secondary schools responding to the survey that were described as having a relatively stable enrollment might offer ideas for decreasing violence.

Vocational schools with an enrollment below 400 but above 200 students, while having a low incidence of classroom violence, surprisingly revealed the highest amount of building violence outside the classroom. Examination of the other categories of the variables for vocational schools responding did not reveal any characteristics associated with unusually low amounts of violence in buildings but outside classrooms. It would seem likely to speculate however, that some profitable suggestions would develop for the responding vocational schools that had enrollment between 200 and 400 students, if they examined the schools in situations different from their own.

It was further discovered that reported violence outside the classroom occurred outside the building in two out of every three cases in elementary schools surveyed, but shifted to two out of every three cases inside the building in middle/junior high schools and secondary schools. Vocational schools indicated equal proportions of violence outside the classroom, but in the building, and outside the building.

In the responding elementary schools, disproportionate amounts of violence were reported to have occurred outside the school building when associated with any of the following six categories: located in suburban and suburban-rural settings, located in districts classified as having a middle to high socio-economic status, operating buildings at a rated capacity of enrollment between 76 and 85 percent, operating on split sessions and having an average class size below 20. Schools associated with these characteristics would be examining districts in different settings and especially schools with an enrollment greater than 800 students to determine program, staff deployment and architectural differences which could enhance a reduction of violence.

Several characteristics were also associated with high proportions of violence outside the school building in the responding middle/junior high schools. These were rural setting, districts classified as having a low socio-economic status and operation below 76 percent of rated capacity of enrollment. Middle/ junior high schools with enrollment between 76 and 85 percent of rated capacity of enrollment may hold some clues to effective reduction of violence outside the middle/junior high schools.

Only in responding secondary schools operating with an average class size below 20 students, was there a disproportionately higher incidence of reported violence outside the building. It appears that some relief might be gained from outside violence by thorough examination of secondary schools in urban center settings, in low socio-economic districts, experiencing rapid growth in enrollment or steady decline and even those with a relatively stable enrollment.

Responding vocational schools with a rated capacity of enrollment between 86 and 95 percent, demonstrated a disproportionately high amount of violence outside their respective school buildings. Some ideas for reducing outside violence might be gleaned from vocational schools that were operating at a rated capacity of enrollment beyond 100 percent.

The Committee concluded that the greatest frequency of school related violence in the schools responding to the survey occurred outside the classroom and that in middle/junior high schools and secondary schools the greatest frequency of violent acts occurred outside the classroom, but elsewhere in the building.

It appears safe to state that students in classrooms were in a more orderly environment with active student supervision than when they were outside classrooms and therefore, less prone to acts of violence.

Local boards of education are urged to examine the arrangements in each of their schools relating to student supervision outside the classroom and outside the building. The Committee is compelled to take this opportunity to recognize that the presence of a teacher apparently diminishes the potential for violence. The Committee recommends that all boards of education investigate and provide various means for enhancing student supervision and order to activities outside the classroom. Boards of education governing elementary schools should pay special attention to supervision and activities outside the school, those with middle/junior high schools and secondary schools should pay special attention to supervision and activities inside the building but outside the classroom. These recommendations are not meant to suggest adherence to a strict order for classroom transfer, playground and lunchroom activity. They are meant to suggest, however, that the absence of any semblance of order or active student supervision could very likely increase the potential for violence.

TYPES OF VIOLENCE

In all schools responding to the survey, reported assaults were found to be the most frequently indicated type of violence. Assaults were defined as the intentional causing of physical injury (impairment of physical condition or substantial pain) to another person, with or without a weapon or dangerous instrument.

Analysis of the categories of the variables studied for the responding elementary schools, did not reveal characteristics associated with any schools that would make them desireable subjects of a study to identify means for reducing the proportion of assaults in elementary schools.

Middle/junior high schools in rural settings had a disproportionate amount of assaults reported. These schools might profit in a comparison of their schools in programs, staff deployment and architecture with middle/junior high schools in urban center settings and operating with a rated capacity of enrollment beyond 100 percent. Middle/junior high schools responding to the survey had a disproportionate amount of violence occur outside the building and an unusually low proportion of violence occur in classrooms. Middle/junior high schools in rural settings, should, therefore, examine what they can be doing to decrease the potential for violence outside their buildings.

Assaults in the responding secondary schools appeared to be a much greater problem in secondary schools that were in urban center settings, that were located in districts with a low to middle socio-economic status and that were operating with an enrollment between 400 and 799 students. These schools might find some relief in examining the programs, staff deployment and architecture of secondary schools that were operating at a rated capacity of enrollment between 76 and 85 percent and that were operating with an average class size below 20.

Responding vocational schools operating on regular sessions, experiencing rapid growth of enrollment and operating with an enrollment below 200 students, might find ways to decrease the proportion of assaults in their schools by closely examining the program, staff deployment, and architecture of vocational schools with characteristics different from their own.

Sex offenses were found to be the least frequently reported act of violence in all grade levels of schools responding. This cannot suggest, however, that sexual attacks are so infrequent that school officials should not be prepared to handle them or be working to prevent them.

Responding vocational schools had both the least frequent and most frequent reports of sex offenses. Sex offenses in vocational schools operating at a rated capacity of enrollment beyond 100 percent and with enrollment between 400 and 799 students, might be decreased through a comparison of programs, staff deployment and architecture in vocational schools that operated with a rated capacity of enrollment between 86 and 95 percent, had enrollments below 400 students, and operated with an average class size below 20 students.

While assaults were the most frequently reported violent act in elementary, middle/junior high, secondary and vocational schools, drug and alcohol abuse increased in occurrence in middle/junior high schools. Further, in secondary schools responding to the survey, incidents of drug abuse were reported to school officials almost as frequently as assaults with cases of alcohol abuse not too far behind.

Even though the proportion of reported drug abuse was comparatively small in the responding elementary schools, officials in elementary schools that were in suburban-rural settings and suburban settings, as well as those in districts classified as having high socio-economic status and operating with an average class size greater than 27, should be searching for means to reduce the higher proportions of violence found in their schools.

Responding middle/junior high schools in suburban settings, operating at a rated capacity of enrollment beyond 100 percent, operating on split sessions, experiencing a steady decline in enrollment and having an enrollment between 800 and 1600 students, should be searching for means to decrease drug abuse in their schools. Some insights might be obtained by studying the program, staff deployment and architecture of middle/junior high schools that were located in districts classified as having a low or a low to middle socio-economic status and operating at a rated capacity of enrollment below 76 percent.

Operation at a rated capacity of enrollment between 76 and 85 percent, rapidly growing enrollment and an average class size below 20 were characteristics of responding secondary schools associated with disproportionate amounts of drug abuse. Recommendations for dealing with these larger proportions of drug abuse might be gleaned from secondary schools found in urban center or suburban settings, located in districts classified as having a low to middle socio-economic status and operating with an enrollment between 400 and 799 students.

Only vocational schools responding to the survey with enrollments greater than 800, demonstrated an inordinate amount of drug abuse. Officials from these schools should look for clues to reduce drug abuse through comparisons of vocational schools operating at between 96 and 100 percent of the rated capacity of enrollment, operating on regular sessions, experiencing rapid growth of relative stability, as well as with an enrollment below 200 students.

With respect to reported incidences of alcohol abuse in elementary schools responding to the survey, officials in schools with the following characteristics should be searching for ways to decrease the cases of alcohol abuse: located in suburban-rural and suburban settings, located in districts classified as having a middle to high and a high socio-economic status.

Responding middle/junior high schools with disproportionate amounts of alcohol abuse, that is, those operating at a rated capacity of enrollment below 76 percent and above 100 percent, should be looking for possible ideas to decrease alcohol abuse in middle/junior high schools located in urban center and rural settings, located in districts classified as having a low socio-economic status, and operating with an enrollment below 400.

Proposals for decreasing the proportion of alcohol abuse in secondary schools located in suburban-rural settings, in districts with a middle to high socio-economic status and on split sessions, might be obtained by examining secondary schools in urban center settings and in districts classified as having a low socio-economic status.

Alcohol abuse in responding vocational schools operating at between 86 and 95 percent of rated capacity of enrollment and with enrollments between 200 and 399 students, might be decreased through an analysis of vocational schools operating at more than 100 percent of rated capacity of enrollment and with less than 200 students.

The percentage of reported violent acts that were identified as robbery and weapons possession remained roughly proportionate in vocational, secondary, middle/junior high and elementary schools responding to the survey.

In the responding elementary schools, weapons possession should be addressed in schools in urban-suburban settings, on split sessions and experiencing a steady decline in enrollment. Some ideas for reducing weapons possession in these elementary schools might be gleaned from a study of elementary schools in rural settings and in districts classified as having a high socio-economic status.

Weapons possession appeared to be a problem in responding middle/junior high schools that were characterized as being in an urban center setting, in districts classified as having a low socio-economic status, operating below 76 percent of rated cpaacity of enrollment, operating on split sessions and that had an enrollment between 800 and 1599 students. Since responding middle/junior high schools in rural settings had an unusually small proportion of weapons possession, an examination of their operations might yield some ideas for curbing weapons possession in those schools with disproportionately more cases.

Only in responding secondary schools that were classified as being in districts identified as having a low socio-economic status was weapons possession unusually high in its proportion of appearance. Some ideas for decreasing cases of weapons possession might be obtained from a comparison to secondary schools on split sessions, operating with enrollments between 400 and 799 students and with an average class size below 20.

Vocational schools responding to the survey, revealed weapons possession to be more of a problem in schools operating at a rated capacity of enrollment below 85 percent. A comparison of operations with vocational school operating at more than 100 percent of rated capacity of enrollment and with more than 800 students could reveal some strategies for reducing the cases of weapons possession.

Robberies in elementary schools responding to the survey were found to be more of a problem in urban-suburban settings. An examination of elementary schools in suburban, suburban-rural, rural settings, as well as those operating above 100 percent of rated capacity of enrollment, experiencing rapid growth of enrollment and with an average class size below 20, could reveal strategies for reducing the extent of robberies.

Middle/junior high schools experiencing a steady decline in enrollment and operaing with an enrollment below 400 students, should look to middle/junior high schools in rural settings, in districts classified as having low socio-economic status and a middle to high socio-economic status, operating below 76 percent of rated capacity of enrollment, on regular sessions, experiencing rapid growth of enrollment, or relatively stable in enrollment, with enrollments between 400 and 799 students and with an average class size greater than 27, for ideas to effectively reduce the potential for robbery.

Strategies for reducing robberies in secondary schools may be obtained from an analysis of schools in rural settings and in districts classified as having a low to middle socio-economic status. Robberies were a larger problem in responding secondary schools with the following characteristics: located in urban centers and suburban settings, in districts classified as having a low, or middle to high or high socio-economic status, operating between 96 and 100 percent of rated capacity of enrollment, on regular sessions, experiencing a steady decline in enrollment or relatively stable, with enrollments between 800 and 1599 students, and with an average class size below 27.

Robberies in responding vocational schools appeared to be more of a problem in schools operating between 96 and 100 percent of their rated capacity of enrollment. Suggestions for reducing robberies might be gleaned through a comparison of programs, staff deployment, architecture of vocational schools operating at between 86 and 95 percent of rated capacity of enrollment, over 100 percent of rated capacity of enrollment, experiencing rapid growth in enrollment, and having an enrollment above 800 students.

Upon reviewing these findings and conclusions, the Committee must recommend that local boards of education actively work to assure in their schools curricula and atmosphere which promote the basic tenets of the socialization process. That is, boards of education should be calling upon their administrators, teachers and support staff, to not only instruct students, but to promote by example as well, (1) methods of harmonious conflict resolution, (2) respect for others, (3) enhancement of self-esteem and self-worth, and (4) respect for the property of others.

UNREPORTED INCIDENTS

In the responding elementary, middle/junior high, secondary and vocational schools, the principals suspected that at least as much violence was unreported to school officials as was reported during the time of the study. The Committee must conclude that if half of all violence was not reported, school officials could not adequately respond to all the ramifications of violence nor could they adequately work toward diminishing the potential for violence in schools or at school related activities. It is recommended, therefore, that local boards of education use appropriate means to encourage students, teachers, and others who may be victims of violence to report such actions to school officials.

RELATED FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Six questions, common to all schools surveyed, were asked in the last part of the School Violence Survey. These questions addressed the presence of record-keeping, procedures for reporting and dealing with incidents of violence, preparation of administrators, perceived change in frequency of violent acts, and innovations to reduce violence.

RECORD-KEEPING

To the first question, 25 percent of the responding principals (351) stated that neither they nor members of their staff maintained records of the number and type of violent acts committed at their schools. Another four percent (57) did not respond to this question. It was concluded that in nearly three of every ten schools from which principals responded, records were not kept of acts of violence at the time of the survey. The Committee cautions that in some instances there may have been no acts of violence to record. Unfortunately, other data collected tends to cast considerable doubt on the possibility of no violence in a school. The Committee questions the reliability of depending on memory for assessing the needs of a school in handling and preventing violence.

The Committee urges local school boards to inquire as to the existence and nature of record-keeping and, in the absence of such, adopt policy requiring record-keeping of acts of violence in order to make judgments as to the future handling and prevention of violence.

POLICIES FOR REPORTING TO POLICE, PARENTS, SUPERINTENDENT

While nearly three of every ten of the responding principals had not kept records of violent acts committed at their schools, only twelve percent (168) reported that their districts had not established policies related to procedures for reporting violent acts to police, parents, or superintendent. However, another six percent (90) indicated that they were uncertain as to the existence of such policies and another two percent (26) did not respond to the question. It is the conclusion of the Committee that nearly one of every five of the responding principals was not working with the knowledge of a formal policy to guide him or her in reporting acts of violence to police, parents or the superintendent at the time of the survey.

The Committee urges, therefore, boards of education to determine the existence of policies regulating the reporting of acts of violence to police, parents and the superintendent and in its absence, to adopt appropriate policies.

POLICIES FOR DEALING WITH VIOLENCE

When asked if their respective districts had policies relating to procedures for dealing with incidents of violence, twelve percent (163) of the responding principals indicated that no such policies existed. Approximately eight percent (113) were uncertain and almost three percent (34) did not respond. Again, the Committee concluded that nearly one in every five of the responding principals was not working with the knowledge of a formal policy to guide him or her in dealing with incidents of violence at the time of the survey.

The Committee fears that the absence of such policy may result in inconsistent reaction, or even worse, no reaction on the part of school authorities. Therefore, the Committee urges local boards of education to determine the existence of policies for dealing with incidents of violence and, in the absence thereof, to adopt appropriate policy and disseminate it to the building principals.

TRAINING OF ADMINISTRATORS

One of the most telling responses of the principals came in answer to the question: Did preparation for your position deal with procedures for handling violence in your school? Nearly 80 percent (1100) of the responding principals reported that training for their positions did not deal with procedures for handling violence in their schools. Nearly another three percent (38) did not respond to this question.

It is the conclusion of the Committee that four of every five of the responding principals had experienced no training for dealing with acts of violence at the time of the survey. The Committee takes liberty to speculate that since the vast majority of school administrators rise from the ranks of the teaching profession, one may, in all likelihood, conclude that very few classroom teachers have had any training for dealing with acts of violence.

The Committee views this finding with considerable apprehension. It is strongly recommended that boards of education direct their administrators to secure training through special course work and workshops to formally prepare them for the handling and prevention of acts of violence in their schools or at school related activities. Further, it is recommended that the New Jersey State Board of Examiners require such training for certification purposes of principals. The Committee also urges institutions of higher education that conduct programs in school administration to incorporate in their curricula material that will enhance the ability of administrators in the handling and prevention of acts of violence.

CHANGE IN EXTENT OF SCHOOL VIOLENCE

The Survey also attempted to have principals compare the reported extent of violence during 1976-1977 with the previous twelve month period. The results are itemized in Table 1.

TABLE 1

COMPARISON OF EXTENT OF VIOLENCE IN THE SCHOOLS OF THE RESPONDING PRINCIPALS FOR THE PERIOD BETWEEN JUNE 1, 1976 AND MAY 31, 1977 AND THE PREVIOUS TWELVE MONTH PERIOD

Comparison	Number of Principals Responding	Percent
Increased	48	3
Decreased	231	17
Remain unchanged	864	62
Uncertain	80	6
No response	164	12

N=1387

It is the conclusion of the Committee that the extent of violence in the public schools of New Jersey that responded to the survey did not increase during the period of time studied. The Committee was encouraged to find that nearly one in every five of the responding principals indicated they experienced a decrease in the extent of violence.

CHAPTER 4

ANALYSIS OF INNOVATIVE PROGRAMS DESCRIBED BY REPLYING PRINCIPALS

The New Jersey School Boards Association's Committee To Study School Violence is appreciative of the many Building Principals, who took the time and effort to answer the last question of the survey, which was:

Describe any innovations your school may have instituted to reduce the number of violent acts. Briefly describe the innovative actions or programs which wither succeeded or failed in reducing violence in your school. Indicate the initiation date and estimated reduction for each action or program described.

The Committee abstracted what was believed to be potentionally useful proposals, and grouped them into four major categories. The outline appears below, with all identifying names of people, schools and committees removed.

The Committee is truly grateful to the responding Principals who shared their insights and suggestions for making schools a safer and more rewarding experience for our children.

The list of programs recommended by the principals fall into four categories:

1. Community
    - a. School meetings with parents
    - b. Letters to parents
    - c. Coffee clatches with parents
    - d. Parent and community involvement
    - e. Policy-community programs
2. Faculty
    - a. Monitor lunch and play areas
    - b. Monitor bus loading and corridors
    - c. Periodic checks of lavatories
    - d. Establishment of a Faculty Senate
    - e. Communication with parents through conference, phone, letter and newsletter
3. Students
    - a. Articulation between student body and administration
    - b. All female students travel in pairs
    - c. All primary students travel in pairs
    - d. Assembly programs
    - e. Student orientation
    - f. Student safety patrols

4. Action

a. Establishment of firm discipline rules
b. In school suspension plan
c. 1/2 hour lunch to reduce free time
d. Behavior modification programs
e. Value clarification programs
f. Safety courses
g. Safety clubs
h. "Rigorous" discipline code
i. Full time security force
j. Walkie-talkie radios
k. All doors except front door are kept locked during school hours
l. Intercom system to screen all people entering building
m. Group dynamic techniques and activities used to develop awareness, self image and confidence building
n. Group counseling of disruptive students

In noting reasons why violent incidents have increased, the following are typical samplings of the comments:

1. "Lenient court handling of offenses."

2. "Greater tolerance of violence on the part of society."

3. "Influence of television violence."

4. "Permissiveness of parents and society."

5. "The need for better and systematic supervison of halls by teachers. Most acts of violence occur in unsupervised areas."

1. Community

a. School meetings with parents

- Improved Communication with Parents - This was and still is being accomplished by having an "Open Door" policy by which parents may come into the school to observe programs in action and talk with teachers in general. The main idea is to allow students to see their parents and teachers communicating in good spirit.

b. Letters to parents

- Letters to parents re: violence on T.V., with suggestions on how to handle it - successful.

- Instituting Administrative "Info-Gram" (Communication from Administration to home) for the purpose of discussing issues of mutual concern.

c. Coffee clatches with parents

- No information documented in this category.

d. Parent and community involvement

- Parents, students and other community persons were actively involved in the planning, staffing, organization and evaluation of the school from the very outset. This has brought about a feeling that the school belongs to all persons in the community and as such, parents, students and community folk take pride in the building. Additionally, the building is open to the pupils and the community from 8:30 a.m. to approximately 11:00 p.m. daily, except for Sunday. In addition, teachers have geared their program to teach for development of self-discipline and self-direction.

- All adults in the school were responsible for all students all of the time. Parents and all members of the community were requested to also accept this philosophy. Students who fought were immediately suspended until the parents came to school for a conference. Most suspensions were just for the remainder of the school day.

- We increased the number of parents' visitations from two to three per term, two evening sessions and one afternoon session. This provided more community involvement and interaction between staff and parents.

- We have a Community Relations person on permanent assignment to the principal's office.

1. Community (Continued)

d. Parent and community involvement (Continued)

- Parent Effectiveness Seminars were held to provide parents with skills and methods to better communicate with their children and create a "no-conflict" environment at home which hopefully will carry over into school situations.

- Strong P.T.O. group - Close cooperation and harmony with school personnel.

- Any damage done in school to lavatory facilities is investigated by me. If the offender is caught, parents are notified, so is the Board of Education, the pupil then earns money to replace damaged area. P.T.O. mentions and supports school efforts in instilling pride in our school.

- We are very fortunate with almost total parent backup. Our P.T.A. is with us and appreciates what we are doing.

- Resource people from the community are invited into school to discuss the law and the kind of crimes that are committed in the community - policemen, firemen, lawyers, etc.

- P.T.A. has mounted a campaign against T.V. violence.

e. Police-community programs

- We have a coordinated district-wide Vandalism Committee under the direction of a building principal. This committee includes the local police department where police officers visit buildings and speak directly to staff and children. We have found this program to be effective and well received by both staff and pupils. Our interest now is to get the community involved.

- Management of securing buildings is poor. Most vandals enter after 10:00 p.m. We recently hired local police to guard the building between 6:00 p.m. and 10:00 p.m. When the police leave, the vandals enter!

2. Faculty

a. Monitor lunch and play areas

- Lunch aides and/or teachers send problem children to office; I counsel students; call parents; set discipline; punishment; personally take charge.

- Employed five corridor aides who are responsible to supervise bathrooms, corridors and the outside perimeter of the school grounds.

2. Faculty (Continued)

   a. Monitor lunch and play areas (Continued)

      - Teacher aides and teachers assigned to cafeteria areas.

      - Teachers assigned to outside areas before and after school.

      - Cafeteria Referral System with follow-up phone calls to parents by duty aide prior to involvement of principal.

   b. Monitor bus loading and corridors

      - We have increased our teacher patrols.

      - A.M. corridor monitors to encourage all students to clear corridors and report to homeroom classes prior to homeroom period (this occurs at 8:05 a.m.).

   c. Periodic checks of lavatories

      - Assignment of additional duties to all staff to visit areas such as lavatories whenever in area.

      - Monitoring of halls and lavatories.

   d. Establishment of a Faculty Senate

      - We utilize a guidance procedure with our pupils known as the Discipline Committee, on which three teachers and the principal serve. We meet three times weekly to frankly discuss with pupils any acts of misconduct in which they have been involved - either in the classrooms or at lunch, in hallways, lateness, etc., and which have been reported in writing to us by the teachers. We encourage them to improve their self control and correct the difficulties by themselves, although we stand ready to impose external controls if necessary. At times, we suggest conferences with teachers to solve difficulties or misunderstandings. After each interview with the committee, we advise the parents of the pupils that we have worked with, by mail, and enlist their cooperation. We have found this most successful and use it as a therapeutic approach rather than a punitive one. It is time consuming, but we believe our pupils are worth it.

   e. Communication with parents through conference, phone, letter and newsletter

      - We have instituted a Parents' Advisory Board. Principal-Teacher-Student Liaison Committee regularly holds meetings to discuss school policy.

      - Parent-Teacher meetings on safety hazards with audio-visual presentations and live discussions.

2. Faculty (Continued)

e. Communication with parents through conference, phone, letter and newsletter (Continued)

- I have instituted a monthly newsletter which goes home to all parents notifying them of happenings in and around school.

- Immediate personal contact is made with parents whenever incidents occur. When deemed necessary, the parent is required to come into school for a conference with the teacher and/or an administrator.

- We are blessed with parents who work closely with our school. Our school policy includes immediate contact with parents via note, phone or conference, if there develops a problem dealing with homework, conduct or attitude. The children have a pride in their school and do not tolerate violence or vandalism. "The neighborhood is definitely changing, but if it is gradual, we are depending on educating the newcomers to our philosophy."

- A direct mailing to every parent outlining the academic atmosphere, we are striving to attain and asking for their total support in any disciplinary actions that might be taken regarding their child.

- Safety announcements in monthly school newsletters prepared by the principal and distribed to the homes of the school community.

2. Activities by Faculty - But Not Defined

- There are no "innovations" as such. I believe the reason for few incidents in this school is the result of a genuine cooperative effort on the part of the entire staff of being interested in each and every student and placing responsibility for actions on each student. Here in the vocational setting I stress the "world of work." We run each class as if a student was "on the job." Absence is phoned in to each teacher or myself, as if a student was on a job. Each student gets graded daily and constantly knows his progress. I feel our system works, the key being a good, sincere staff.

- The one most important reason why we have few violent acts is that all personnel in our high school; administrators, faculty, clerks, custodians and support personnel, are constantly on guard, whether in the corridors, classrooms, or attending extracurricular activities, to prevent any violent acts to take place.

- A program of teacher awareness of various problems related to a public building such as a school has been initiated. Greater involvement of staff at all levels has been evident through exposure and discussions of potential problems. Teachers and other instructional personnel are held accountable for the whereabouts of the students in their charge. This has reduced the number of students out of classes unnecessarily.

2. Activities by Faculty - But Not Defined (Continued)

- Passage of students throughout the halls restricted by team scheduling, teacher supervision and room locations.

- More emphasis on teacher responsibility to supervise all parts of the building--not just their own classrooms.

3. Students

a. Articulation between student body and administration

- I think it must be fairly said that as recently as school year 1973-74, and for routine years prior to that, our school had a reputation for questionable student inter-action (fights, vandalism, negative spirit, and the like, along with the predictable graffiti which seems to be present in conditions such as these). In addition, the school environment was somewhat spartan and the grounds were bare, uncared for, and not planted in any way.

Let me preface what follows with an observation from Plato, i.e., "self praise is no praise." Then I would say that upon my appointment here, in June of 1975 as Administrative Principal, we launched immediately a community-wide "School Beautification Project." We also started a Discipline Code dealing with grades 6, 7 and 8. Finally, we launched a number of on-going fund-raising events including faculty and students in things such as faculty-Fire Department basketball games, volleyball games, book fairs, faculty-student talent shows, etc., the funds of which would be used for the purchase of art work for the hallways, plants, flowers, shrubs and the like for the campus. Beyond that, we raised some money for lumber and requested the wood-working department to make some handsome colonial black shutters (huge ones) for our gymnasium windows which, along with newly made window boxes filled with flowers, added a handsome dimension to an otherwise dull building facade.

In any event, we have now a considerable number of paintings and art works lining our hallways - some of which were picked through student vote and others from graduating classes donating a painting - and we have completely transformed our campus (which is a story in itself with the number and large variety of plantings done in the past three years - some of these were done in honor of local groups such as the local fire department tree or the Bicentennial trees planted). The key factor here is the fact that no funds were taken from current school budget (then were either raised or donated) and all parts of the school community participated - students, board of education, faculty, staff, parents and public.

The discipline code simply provided some sense of order. It has worked splendidly - all of it. Our school is handsome and clean and uplifting now; there is no graffiti anywhere and we like it fine. I would be pleased to have visitors come to see the results,

a. Articulation between student body and administration (Continued)

which remains on-going. We have four paintings to hang later today, two of which were donated by a faculty member, and one by the local fire department. By the way, we also asked the students to vote on the colors we used to paint the bathroom doors and these have brightened up the hallways. We have upwards of thirty large hanging plants hanging from our hallway windows. It looks fine; I believe totally that the emotional and physical climate a school creates will effect directly the academic progress and emotional growth of students.

- Although we have not had any reportable violent acts, I am, as a school administrator, concerned about vandalism and the general "relaxation" of behavior standards which I see in our modern day society.

  Fortunately, we have also had very little vandalism at our school and to help insure the probability that this good record continues, I encourage students to become active in and responsible for the actions here on a day-to-day basis.

  Projects to date have included a school clean-up committee who regularly police the playground; a beautification committee, who have planted grass and flowers all around the building, an active, participatory SGA (Student Government Association).

  When a child reports to me that a bad word is written on the boy's lavatory wall, I suggest that he and his friends devise a strategy for removing the word. It works!

- I do not think our efforts to control and/or curb violence in school are innovative, but we have involved students in discussions to get their support. Many students inform us of pending problems so we can help them avoid acts of violence. Parents have also been helpful by calling us to let us know of issues or conflicts that occur in the neighborhood and could result in violence in school.

  Our discipline policy calls for the signing of complaints for assault and other disorderly acts and the courts have been very supportive.

  In general, we try to be understanding of the needs and problems our students face, and through the efforts of our guidance counsellors, administrators, staff and parents.

- Most of all, we depend a great deal on peer pressure and our own involvement with students. We have a very active student council who helps to deal with many of our minor problems, and the complete involvement of our total staff who offers guidance and direction.

- Heavy emphasis on "love for one another" by entire staff.

3. Students (Continued)

a. Articulation between student body and administration (Continued)

- In very classroom, the teachers and children discuss safety, caring for public property, etc. Movies, film strips, public speakers, assemblies are all part of the curriculum.

- Very active student council that listens to students' requests and effective working relationship with administration to try to meet the requests.

- Periodic meetings began last school year between my head custodian, myself and the youths who "hang around" our building during non-school hours has been successful.

- We have always taken a personal interest in each and every child that attends our school. We have no blanket punishments to fit categorized behavior problems. Each problem is investigated on a personalized basis. We try to make all behavior problems into an educational (learning) situation - regardless of whether it is stealing, truancy, vandalism, chronic lateness or absenteeism. Teachers are never encouraged to be too punitive in dealing with problem children. Fifty sentences to be written for minor infractions, as opposed to one or two thousand.

  These considerations are not new nor innovative. However, we have always practiced same and thus have avoided serious violent acts or confrontation. It has worked with my own children, so why not with others.

  The only problems we have with our children is writing on walls. Also, around mischief season, school windows and occasionally staff cars (parked at night on school grounds) are "soaped up."

- I have been in this district for 26 years and have established a strong rapport with parents and children.

  In any situation that presents itself as a problem, I try to get all sides of the problem and resolve the situation by talking it out with everyone involved.

  During the 1975-76 school year, our 5th and 6th grades had a nucleus of 12 boys that could get involved in typical suburban elementary school problems. The school psychologist and myself ran a rap session once a week for 1/2 a year - no holds barred - they could bring up anything they wished and we would discuss the situation. This developed a good rapport between the students and myself.

- The student congress is greatly interested in maintaining a good school system. Presently, they have volunteered their services as follows:

  1. Student receptionist at main entrance of the school building each period of the day (we have 7 class periods).

3. Students (Continued)

a. Articulation between student body and administration (Continued)

2. Student assistants to staff lunch supervisors during the Junior High School lunch periods. (We have two such lunch periods during each school day.) These students also escort these Junior High School students from this cafeteria to their classroom areas after lunch in order to have them walk more quietly down the main corridor.

3. Student office assistants. These students assist the administrator and secretarial staff during their study hall periods in delivering messages to staff and guidance personnel, assisting with collating materials to be distributed to students and staff.

- All staff members are periodically reminded to treat all students fairly and with respect. The custodial staff is asked to get to know, on a first name - friendly basis, as many students as possible. While the aforementioned is not innovative, it, in my opinion, helps to create a positive school atmosphere thereby minimizing the number of violent acts and/or acts of vandalism (not part of this survey but a problem nevertheless). In our school there is also a great deal of personal cooperative contact between and among the teachers, administration, parents and other staff members. We are almost like a large family.

- Open school climate with open lines of communication to staff, students and parents.

- Student, staff and administrative team working together constantly to create a productive and satisfying atmosphere.

b. All female students travel in pairs

- No information documented in this category.

c. All primary students travel in pairs

- No information documented in this category.

d. Assembly programs

- Assembly programs on safety - particular attention is given to instruction on safety and prevention of vandalism.

- Daily lession plans are prepared by teachers on a regularly scheduled program throughout the school year.

- Various written literature, pamphlets, films, filmstrips, records and tapes related to safety precautions are presented to school groups.

3. Students (Continued)

d. Assembly programs (Continued)

- Assembly Programs - to demonstrate good behavior.

- Frequent assembly programs where principal speaks to total student body on current concerns.

e. Student orientation

- I have periodic gab sessions with all youngsters on the importance of keeping the school clean and free of vandalism. We discuss cost of windows, shrubs, flowers, trees, clothing, etc.

- During the school year 1977-78, all students received a full day of orientation regarding the rules, regulations, procedures and student oriented activities offered by the local schools. Prior to that, the Career Center faculty were oriented for approximately 3 hours regarding follow-up procedures, initiation of student referrals regarding inappropriate performance behavior, fighting, drug abuse and other specific actions that would be regarded as inappropriate for students. The procedures to be followed, the follow-up and penalties involved regarding students actions in these areas. With this orientation, a total reduction of suspensions from September 1 to November 30 of this year, is at 8 as compared to last years total of 30 for comparative months.

  The key point of the preceding process is that of informing students of their total responsibility, informing their parents of their total responsibility through requiring an acknowledgement form signed by the parents of all students attending the Career Center.

- Leadership program with student body leaders at the onset of each school year.

- Orientation programs to all students concerning rules and procedures of school policy.

- At the beginning of the school year, all students new to our high school are given a student handbook. All rules and regulations pertaining to our school are thoroughly explained.

f. Student safety patrols

- I have prepared safety patrol programs using safety films and filmstrips and having guest speakers and discussions. These are supplemented with pamphlets, booklets and circulars to distribute to the students.

- Student patrol assigned to strategic positions.

- Very active hall patrol, (students) under the direction of a Vice Principal, controls passing of classes and monitors lavatories.

3. Students (Continued)

f. Student safety patrols (Continued)

- I have freed myself from other professional responsibilities so that I can personally handle and follow through on:

  Bus problems - I'm on duty every day, also I organized a bus safety patrol which I run personally with respect to membership (4th graders) and handling of reports from patrol, bus drivers or parents.

- In responding to this, you must bear in mind this is a 1-6 grade elementary school of under 300 pupils.

  The student council, dismissal time hall monitors, and bus monitors are all chosen from the student body, some as elective positions chosen by students, others chosen for their responsibility by teachers.

  This corps of students effectively conducts a program which deals with fairly minor infractions in such a way. Major problems, I am fortunate to report, have not occurred.

4. Action

a. Establishment of firm discipline rules

- As of September 1974, a strict discipline policy concerning robbery, assault, weapons, drugs and alcohol was being enforced by the Administration. The policy was developed and is being implemented with the cooperation of the student council, teachers, school administration, central office administration and the police department.

  During the past two years, the original policy has been slightly modified after evaluation and agreement of the various concerned groups.

  Following is a very brief list describing the steps of the school discipline policy:

  1. Suspension and possible recommendation for expulsion for repeated or flagrant offenses.

  2. Referrals to department of Special Services, guidance department, school system drug abuse coordinator, police department and parental conferences with school personnel.

  In addition, procedures for referral have been stressed to concerned personnel during this period of time, alternate programs in schools located away from the school have been increased by the department of Special Services.

4. Action (Continued)

a. Eblishment of firm discipline rules (Continued)

The combination of strict discipline enforcement and referral procedures has reduced the numbers of robberies, assaults, possession of weapons and drug and alcohol cases by an estimated fifty percent during the last two years.

- I take each on a case by case basis. I personally handle each incident and follow through.

- In 1977-78 school year, we have added teacher supervision to the cafeteria to supplement lunchtime aides.

- Vice Principal has established and encouraged an open door policy where children come for aid before a fight begins. Also parents are more prone to request vice principal's investigation of bus and bus stop incidents. Therefore, with a fair, firm discipline policy behind the system, the children know they will be confronted if they step out of line.

- I do not believe that the rate of violent acts is very high in our school, because the children are regularly being confronted with lesser infractions, so they don't get around to major ones as readily.

- Although this is a pre- K-5 school, when I became principal in 1975 (mid-year) there were fights between students of sufficient intensity to definitely qualify as "acts of violence." These occurred 1-3 times per week; to and from school and during recess. School policies and procedures were changed. All adults in the school were responsible for all students all the time.

- Application of permanent hall duty assignments for all floors.

- Saturation of personnel at dances, assemblies, functions, etc.

- Stepped up campaign on attendance (direct relationship to school problems.

- Anti-smoking campaign

- Revitalized physical education curriculum centering on wholesome activities.

- In September of 1977, we have initiated more counseling by the vice principals, counselors, special services people when "violent" acts are reported. My personal feeling is that we are a "rural" high school. Our students do not live in clustered areas, and their socializing is usually done in school. A fair number of our students are isolated from other people and socialize only at school or via the phone.

- A new Board of Education policy, as of October 1977, calls for suspension, signing of a juvenile complaint, and a Board of

4. Action (Continued)

a. Establishment of firm discipline rules (Continued)

Education hearing for students found to be in possession of marijuana or other harmful drugs.

- The Attendance and Discipline Policy as adopted by the Administration, staff, students, parents and Board of Education five years ago has enabled the high school administration to deal more effectively with the daily problem of student life thereby curbing the extension of their problem to violent acts.
- Positive human relations concept in supervision and administration and extensive extra-curricular and curricular program coupled with strong and definitive action when violations occur, i.e., being "firm, fair, consistent and showing understanding."
- There is a school discipline committee made up of both staff teachers and administrators. This group jointly works out procedures and problems related to student behavior and measures to be employed to prevent extreme cases of negative behavior or violence.
- Strict but fair discipline code with swift and fair due process.
- Demanding rigid procedure/policy reinforcement in classrooms as well as in transit.
- Total use of district disciplinary code.
- Instituting a "detention system" to include letters and signed responses to parents.
- Something that I have discovered that makes for better behavior, is not to let anything go - no matter how trivial. It takes time but really pays off. It is an excellent way for a principal to know the children better and gives the teachers a feeling of reinforcement by the principal. Teachers and principal have the agreement that bringing matters to the principals' attention in no way takes away from the teachers' ability to discipline.
- Introduction of a "hard" pass policy with sign in/out forms to monitor student absence from classroom.
- Make a big fuss over any incident and get parents involved immediately and ask for their continued help and cooperation.
- Continuous supervision and an interest in who is "hanging out" around the school. Names, addresses, license plate numbers and car descriptions. Letters to parents to ask for cooperation seems to help.
- An administrative assistant to the principal was appointed to handle disciplinary actions only, thus creating an organizational pattern to handle discipline problems. (9-76)

4. Action (Continued)

a. Establishment of firm discipline rules (Continued)

Improved recordkeeping techniques were implemented to make sure that appropriate copies were distributed to those involved. Four copy NCR paper was developed for this purpose. (9-76)

Guidance programs developed on the elementary level helped prevent consistent discipline problems. This program on a part-time basis began in September, 1976 and has made a significant difference in the program.

Class sizes were decreased in an attempt to individualize instruction and improve the overall program. Resource Rooms, special education, self-contained, remedial and preventive small group pull-out classes began in September, 1976, resulting in a decrease in school-wide violence.

A change from a 30 minute pupil lunch to a 45 minute pupil lunch did yield an increase in playground violence during the 1977-78 school year.

- Student Responsibility/Discipline & Point System - The program outlined below is instituted to provide a systematic and easily understood criteria for students who for one reason or another are unable or incapable of handling basic responsibility for their actions while attending school.

The basis of this program is a point system related to various behavioral incidents that can be accumulated.

The various levels related to this point system are clearly understood and will be fairly and consistently applied to all students.

Office Point System

Unexcused Non-Participation in Physical Education	3 Points
Tardiness to school	3 Points
Truancy	6 Points
Class Cut (including Study Hall)	6 Points
Insubordination/defiance of reasonable authority	6 Points
Unauthorized leaving school/campus	6 Points
Smoking (P.M. Session)	6 Points
Smoking in unauthorized area (A.M. Session)	6 Points
In school suspension cut	6 Points
Fighting	12 Points
Vandalism	12 Points
Possession, custody or use of any item that is illegal, unlawful or considered dangerous	12 Points
Theft of personal valuables or school property	12 Points
Other miscellaneous misconduct incidents, i.e., dress code, bus misconduct, etc	3 Points

4. Action (Continued)

a. Establishment of firm discipline rules (Continued)

Procedure - Point System Accumulation

Level One: The classroom teacher will handle such infractions as: incomplete assignments, tardiness to class, forgotten materials and other regular classroom situations. For these regulat classroom situations, the teacher will hold his own detention or work period. A one-to-one counseling session is encouraged. When any of the regular classroom situations become habitual, the assistance of the Assistant Principal should be requested.

Office points will only be assigned by the administration for situations referred to them. Infractions handled by the classroom teacher will not carry office points.

Level Two: An information letter will be sent to a child's parents upon an accumulation of six (6) or more office points. In some cases, an immediate telephone call will be made with a follow-up letter the next day.

Level Three: An accumulation of twelve (12) or more office points will result in an in-school suspension pending an in-school conference with the students' parents. The MAXIMUM in-school suspension will be three (3) days in length at this level. Any unexcused absense or cut of an in-school suspension will result in six (6) additional office points.

Level Four: An accumulation of eighteen (18) or more office points will result in a suspension of three (3) school days with an option for an early return subject to a satisfactory in-school parental conference. A Child Study Team referral may be initiated at this level by the Assistant Principal.

Level Five: An accumulation of twenty-four (24) or more office points will result in a suspension of five (5) school days, with an option of early return subject to a satisfactory in-school parental conference. The Child Study Team review will be initiated or updated if required.

Students under the age of sixteen (16) may be referred to Juvenile Court for incorrigibility and/or any student regardless of age, along with his parents, may be required to present themselves before an Administrative Review Board to review the case.

Level Six: An accumulation of thirty (30) or more points may result in the following options:

a. An indefinite suspension pending a formal classification by the Child Study Team as permitted by Statute and/or;

4. Action (Continued)

a. Establishment of firm discipline rules (Continued)

b. A required parent/student conference with the Board of Education or a committee thereof to determine action to be taken that could lead to school probation or a recommendation for expulsion.

NOTE: Although a students behavioral pattern shall remain part of his/her records while in attendance in the district, the Point System described above will not be cumulative from year to year.

b. In school suspension plan

- As of September, 1977, an "interim Class" was instituted at our school. All suspended students attend this class instead of staying home. They continue to study, work along with usual classwork, are supervised and remain there for lunch. This gives each student time to apply themselves toward being educated and prevents the possibility of them wandering uselessly while they are supposed to be confined to the home.
- 1973 - establishment of "in-school suspension" as an alternative to the traditional "out of school suspension."

c. 1/2 hour lunch to reduce free time

- No information documented in this category.

d. Behavior modification programs

- An adjustment class has been instituted to help those youngsters who do not relate adequately to the school program. They are given small-group instruction by a teacher especially trained to work with them. Considerable time is spent on behavior modification, values clarification, etc. This program has been in force since September, 1977. We feel it is definitely proving beneficial. We have had less violence, vandalism, and a 30% drop in student failures. (Other disciplinary procedures are also responsible for the decline in failure, i.e., radically improved attendance procedures - both class and daily and "early alert" system of parental contact.)
- Initiated an Alternate School three years ago for students who were having a difficult time adjusting to a large school environment. Approximately 40 students with four teachers are housed in a rented building a block away from the main complex. These students are classified as emotionally disturbed or socially maladjusted. In many cases, it has eliminated vandalism and incidents of violence.

4. Action (Continued)

d. Behavior modification programs (Continued)

- At our school we have instituted no programs to deal with vandalism, drugs, robbery, sex offenses, alcohol abuse or weapons possession.

  We have instituted a program through COPE to help us decrease our racial problem. This program has proved beneficial and has helped relieve racial tensions a great deal. As a result, the number of assaults over racial antagonism has decreased.

  This year (1977-78) we have seen a much greater increase in vandalism and drug abuse however. The number of reported acts of vandalism has increased substantially and the viciousness of it is frightening.

- Discipline or "Respect Yourself and Others" - that is the "rule" for behavior in our school. It applies to everyone, always, regardless of age.

  Our Board of Education has adopted several interrelated policies in this area. Every effort is made to enforce these policies consistently, fairly, and firmly. Complete cooperation between home and school is essential.

  Behaviors that show respect include always doing one's very best on every assignment, every preparation; saying "please", "thank you", "excuse me", "I'm sorry"...just being polite; keeping things that belong to one and others neat and clean...papers, desks, your classroom, lunchroom, and school; being kind and helping others.

  Not trying to do the best one can, sloppiness, rudeness, teasing, fighting, tearing up or throwing away things that belong to others, and yelling at others when angry, are all behaviors that show lack of respect. Behaving disrespectfully toward one's self or others is just not acceptable behavior in our school.

  Teachers and all adults in the school act immediately when misbehavior occurs. To not reprimand is to imply "what you did is acceptable." Exactly what happens afterward depends upon the specific incident, but there are definite guidelines.

  1. Continued misbehavior is always reported to parents, or the principal, and a conference is requested, hopefully, to find permanent solutions to the problem.

  2. Serious misbehavior (fighting, stealing, willful destruction of property, repeated refusal to try) is immediately reported to parents by the teacher or principal.

4. Action (Continued)

d. Behavior Modification programs (Continued)

3. Use of profanity is reported to the principal. First offense: a clear firm, explanation of what is and is not acceptable public behavior, and why. Second offense: parents are informed of the exact words used.

4. Misbehavior during lunch or recess also follows the reprimand - explanation - loss of privilege procedure. Students may lost their recess, or eat with the teacher in the classroom, or in the school office.

5. Repeated misbehavior during lunch or recess. Parents are requested to have the student eat at home and remain there for the entire lunch-recess hour. This could be either temporary or for the remainder of the school year.

6. Suspension from school is seldom appropriate at elementary level. Occasionally, parents may be requested to keep a student home for the remainder of the school day to "cool off" and to think about the seriousness of the offense. Repeated serious misconduct may require suspension until an appropriate educational program can be developed, usually with the assistance of the school Child Study Team.

There are also definite guidelines for dealing with disrespectful behavior.

1. Find ways to reprimand that will not violate the "rule" of respect, that will decrease, not increase misbehavior, that will increase, not decrease self-respect.

   a. Be fair. The situation is almost always more complicated than it seems at first. Hear the students out. Avoid punishing the innocent along with the guilty. An unfair solution creates anger which eventually creates more misbehavior.

   b. Disapprove of the act, not the person. "You are just no good!" is no good. "You are bad!" is worse. "You are teasing and teasing is unkind!" is O.K. If we repeatedly tell students that they, themselves, are unkind, or lazy, or "bad," they just might begin to believe us and start acting that way to prove the point. Misbehaving is what someone does, not what someone is.

   c. Be firm. If fighting means loss of play time, so be it. Just five minutes in the classroom, or house, undermines the whole process. Not following through is usually interpreted as weakness, not mercy.

4. Action (Continued)

d. Behavior Modification programs (Continued)

d. Leave room for hope! Over punishing is cruel. For example, "doubling up" (1st time-30 minutes, 2nd-one hour, 3rd-2 hours, etc.) can put students so far "in the hole" they quit caring, and caring is essential to self-respect. Also, saying "when are you going to learn...(whatever)?" is dangerous because the easiest answer is "Never!"

2. Avoid using school and school work as a threat or a punishment for misbehavior. Too much staying after school makes the school a prison. Homework as punishment can put all homework in a "bad" position. Be cautious! Positive attitudes toward learning, self, and others are among the most valuable things we can give a student.

- Extremely close liaison with the police youth officer of pupils who are in trouble in or outside the school.
- The good fortune to have a custodian who enlists the cooperation of the most difficult pupils in the school.
- The institution of a program of bringing together the difficult pupils who are potential drop-outs with a para-professional (big brother or big sister) who is able to tutor, counsel, encourage, shadow and direct these pupils. This program is federally funded under CETA. It was suggested, planned and supervised by our guidance director and principal.
- Regularized, structured small-group instruction in the area of prosocial behavior by principal and classroom teachers. This is an outgrowth of our participation in the IGM (Individually Guided Motivation) program developed and disseminated by the Wisconsin University R&D Center. Since its initiation in September, 1975, there has been an estimated overall reduction of 50% in violent incidents.
- Handling of aggressive acts by "I" messages.
- The categories listed on this report do not reflect problems that arise in this elementary school. We could classify some of our impulsive actions, such as one student punching another as an assault, but I am sure that this is not the information that you are requesting.

Since I have been here for the past two years and four months, I have worked strenuously on a behavior modification program. We are seeing results because of the efforts of my staff in teaching right from wrong and acceptable behavior from anti-social behavior. This coupled with strict penalties for disruptive students seems to be the answer to the possible solution to such problems.

4. Action (Continued)

d. Behavior Modification programs (Continued)

- Awards are given to students exemplifying good school spirit.

- Aggressive behavior groups.

  Modifying student behavior.

- Made friends of vandals known to me. Mutual rapport seems to work to the school's advantage; not 100% effective, but helps.

- We have gone from an "Open Program" with no assigned studies to a phase out of the "Open Program." Present 10th graders have assigned periods all day. Next year, 10th and 11th graders will have assigned periods all day. The year after, all students in school will be under supervision all day.

  Presently students who cut four times or more are withdrawn from class and placed in an assigned study. The cafeteria, library and auditorium are used during a student's open period but are under staff supervision.

- We are presently checking into the possibility of switching recess and lunch - having youngsters on the playground before they eat -hopefully improving eating habits and discipline.

- We have instituted a monthly "Super Citizens" award - one per class - to those youngsters who show respect for school, others, public and private property and see that our school remains clean.

- A program entitled "Dealing with Aggressive Behavior" was initiated by the Guidance Department in September, 1975.

  Behavioral counseling sessions were held by the guidance staff to discuss techniques. By means of verbal reinforcement procedures, role playing and discussion, students were able to participate in life-like situations and discuss alternatives to aggressive behavior.

  The end result of the program was an indication that students were made more aware of acceptable alternatives.

- In 1975, a program was initiated, through the efforts of the physical education teacher and guidance counselor, using our older students in the role of leaders, in charge of various activities, on the playground during our lunch periods. The majority of our behavior problems appeared to emanate from our lunch/playground area.

  The playground was repainted in such a way that various activities and games could be played throughout the entire area. The student leader was assigned to a location with the responsibility of supervising an activity. Students were able to choose any of the 10 activities available to them if they so desired. All equipment was supplied by the school.

4. Action (Continued)

d. Behavior Modification programs (Continued)

Instead of students wandering about looking for things to do, activities were prearranged for them, if they wished to participate. Being occupied prevented a great many fights and misbehaving incidents.

Students who misbehaved during the lunch period, if necessary, reported to the guidance counselor to discuss their behavior and alternatives to that behavior. This appeared effective in helping the student deal more easily with difficult situations as well as alleviate some of our problems.

In general, this program has increased student morale, physical participation and student responsibility, enabling our lunch program to be much more positive, productive and enjoyable than in the past.

- Old fashioned school spirit and pride is constantly brought to the students by the staff, administration and students themselves. Assembly programs, school activities, etc.

  Units of study - all grade levels - dealing with vandalism and violence, e.g., original T.V. show produced by our students and aired on our own T.V. station dealing with vandalism and respect for people.

- "Citizen of the week" in school, whereby each class elects a child who has shown kindness, love and concern for his peers. Very successful.

- We have a demerit system with suspension or detention of a student taking place when a certain number of points are accumulated. Points may be eliminated for good behavior over a period of time. It reduces the disobedience of rules because of the constant danger of being caught.

  The sixth grade teachers have an awareness program. They meet with their students at least once and sometimes twice a month to discuss school behavior and the feelings of students.

- An expanded student activities program and athletic program which provides all students with ample opportunities to participate and be recognized for their efforts.

- Behavior modification techniques are shared and encouraged through teacher inservice programs and individual observations and conferences.

- Rerouted recreation participants entering the building and changed parts of physical structure.

4. Action (Continued)

e. Value clarification programs

- We have had an on-going group guidance program aimed at reducing physical violence among students for the past six years. Approximately 10 groups have been meeting with guidance counselors, social workers and school psychologists weekly. The direction over the above years, as violence has decreased, has changed. Beginning last year, we have moved more in the direction of values clarification programs.

- Values clarification program.

- Juvenile Intervention Program (Sponsored by S.L.E.P.A.) in conjunction with the guidance department.

- An Educational Program - demanding high achievement in all academic subjects by all students, also demanding high achievement by individual students who have the talent in such activities as science, spelling and sports.

- I have distributed a set of guidelines for acceptable school behavior to all parents in the hope they review them with their children. I refer to them in cases which are reported to me. A number of our teachers are involved with values clarification lessons in their classrooms, and we have purchased audio-visual materials to supplement them. As long as the outside influences exist, our effectiveness in this area will be limited.

- Have early identification and classification of socially-maladjusted, perceptually impaired, educables, trainables, and other exceptional youngsters and the provision of a program designed to meet each of their individual needs.

f. Safety courses

- School-wide poster contests and essay contests innovated into the school program.

  Topics related to prevention of vandalism and violence. Local reality companies present film programs, followed by contests on the prevention of vandalism.

  Slide presentation - A Burn Awareness Program from the Burn Victim Foundation.

  Safety committee developed at the school level comprised of administrators, parents, students, teachers, custodians, secretaries and staff members. Constantly making school children aware of safety precautions and the prevention of vandalism.

4. Action (Continued)

f. Safety courses (Continued)

- Daily safety announcements by our School Safety Committee, composed of students, teachers, parents and administrators are given to student body.

- Each teacher has been asked to spend some time each month discussing safety and behavior at school and home.

- The Captain of our police in charge of Traffic Division and Safety invited to speak to student body as well as officer in charge of Student Patrols. The emphasis is placed upon Safety Precautions and Prevention of Vandalism.

g. Safety clubs

- No information documented in this category.

h. "Rigorous" discipline code

- An individual card file is kept on all juveniles in or around the building not part of the student body.

Yard supervision of non-homeroom teachers in the A.M. and P.M. is part of regular assignment.

-Only authorized visitors permitted in the building, for example: parents, etc. No juveniles.

Every teacher is requested to call the office on the intercom if outsiders are seen in or around the building. A careful check is kept for juveniles outside the building during school hours.

Cooperation of police and radio car enables all of the above to function and reduce potential problems.

- We really have no innovative ideas but we do:

Operate a detention hall; and work with and refer to JINS (Juveniles In Need of Supervision) our more frequent offenders.

i. Full-time security force

- Control team of selected faculty members report on immediate notice to trouble area.

Five security guards, men and women, to patrol all floors of building including bathrooms.

Four administrative assistants, each responsible for one class: Freshman, Sophomore, Junior and Senior.

4. Action (Continued)

i. Full-time security force (Continued)

- 1972 - employment of five (5) security aides to patrol halls, lavatories, cafeterias, etc.
- Our reduction in previous violent acts were due mainly to: added school security force and greater cooperation with our police department.
- We will soon be getting about ten (10) security people to patrol the halls, lavatories and parking lot to alleviate this problem.

  We do have records of thefts occurring in hall lockers, gym lockers and items in cars in the school parking lot. Following are the figures:

  No. of reported incidents - 65
    In classrooms - 32
    Outside classrooms - 33

  Estimated number of
  Unreported incidents - 50

- The senior security guards are assigned to each of the four floors in the building, making each floor 80% to 100% safe.
- Employment of a full-time security attendance officer.
- Our well qualified security staff were given additional in-service training.

j. Walkie-talkie radios

- Each security guard has a walkie-talkie assigned to him and the guards can talk from floor to floor. This resulted in a 60% reduction of crimes perpetrated by outsiders roaming the building.
- Two-way radios (walkie-talkie equipment) were issued to each of our security guards.

k. All doors except front door are kept locked during school hours

- In the last few years we have become more aware of more stringent building security. Panic bars on doors have been kept in the locked position where heretofore these same doors offered easy access to the buildings from the outside.

l. Intercom system to screen all people entering building

- No information documented in this category.

4. Action (Continued)

m. Group dynamic techniques and activities used to develop awareness, self image and confidence building

- Awareness programs with our school staff to curb these incidents. These programs were instituted my first year (1974-75) and are in effect now.

  From a great number of purse snatching and assaults, illegal entries during school day by outsiders, car thefts, etc., in the year 1974 and before to an almost non-existent number in the past few years.

  Our programs have worked due to the above mentioned areas.

- A team guidance program has been established to provide weekly small group counseling sessions where students can freely discuss their feelings, attitudes and values, as well as consider those of their fellow classmates.

- As our school population has dropped, so have our incidents involving violence. Most of our teachers have had some training in Glasser's "Reality Therapy" and while it is not always used in exactly the recommended manner (e.g., class meeting each day) I feel that the training and the smaller class sizes have given our teachers the opportunity to get to know students a little better and to work with them in improving behavior and attitude.

- A Program Emphasizing Good Behavior - students are indeed relaxed while engaging in their academic activities, but in a setting which demands good behavior.

- Neighborhood School Concept.

  K-8 structure - children in the upper grades don't "grow-up" as quickly because of the K-8 structure. Smaller groups to deal with rather than large middle school program.

- I think I would have to state our basic philosophy has helped us with the success we have had over the years. We have tried to develop a humane school. A place where we attempt to stress or produce an atmosphere for each student to learn, a place where a student can learn to like himself better, to understand himself better, to fit into society, to learn in diverse ways in different fields. It is a place where he is not only free to learn, but learns that freedom is not doing as he pleases--that freedom carries with it grave responsibilities - a happy place where there is order without regimentation, where there are teachers who have empathy (who do care)--where there is a curriculum and methodology which stimulates the ability and the disposition to learn, where the student has a feeling of worthwhileness and belonging, and WHERE TEACHERS AND ADMINISTRATORS DARE TO CARE AND DARE TO ACT.

4. Action (Continued)

m. Group dynamic techniques and activities used to develop awareness, self image and confidence building (Continued)

- Borough Vandalism Portrayed on School T.V. - the middle school in our town has initiated a campaign with its youngsters to combat vandalism in the borough. A student crew armed with a Sony-Portapak T.V. camera is working with the A.V.A. coordinator, along with the local juvenile officer, to photograph property damage. The youngsters are on call from 8:00 to 10:00 a.m., and are transported to the scene where vandalism has occurred.

  The youngsters further seek to videotape an interview with the person in charge of the property. In the conversation they attempt to elicit the social and economic impact of the act.

  Under the direction of the guidance director, the film is then shown in classrooms. Discussion centers on the fruitlessness of acts of property destruction, graffitti, etc., and the social, moral, legal and monetary implications. A running account of periodic costs is kept and indications are made as to where these sums could have been put to better use.

  The responsibility of each individual in contributing to "pride in our town" becomes an important concept.

  The principal said that our town has a problem similar to or less than other comparable North Jersey towns. "We met success in airing "shoplifting" and hope to meet the same result in bringing this problem to student attention in the classroom," he stated.

  The T.V. crew has plans to attempt a similar program on pollution, littering and school bus safety.

  The school has other on-going mini-courses that have proved of continuing practical worth from other years. These include shoplifting, fire prevention, drug clinics, acne-skin care, and dental table clinics.

  We attempted to measure the success of the "shoplifting" unit during the pre-Christmas shopping days, perhaps the course against vandalism can be assessed over the Halloween period, the principal said.

- Mini-Course Against Shoplifting - the middle school in our town has fashioned a mini-course aimed at curtailing shoplifting by young people. The initial planning involved local merchants, juvenile authorities, clergy, psychologists and guidance personnel.

  Teams composed of the above formulated a panel presentation for individual classes. Small group informality seemed conducive to better communication with youngsters.

4. Action (Continued)

m. Group dynamic techniques and activities used to develop awareness, self image and confidence building (Continued)

The film, "CAUGHT," was used as an introduction, followed by a talk and question period sponsored by security personnel from the nearby shopping center.

Publicity was generated throughout the community through student posters in stores, handouts, press releases and P.T.O. newsletters.

Youngsters read and discussed the pamphlet on "Shoplifting" put out by the National Retail Merchants Association.

The aim of the program was to alert students to the moral implications and possible legal consequences of this act.

According to the school principal, in addition to helping young people, praise for the effort has been received from Chamber of Commerce officials and local and nearby shopping centers.

n. Group counseling of disruptive students

- An E.S.M. teacher is part of our school staff. This teacher works daily with small groups of children who demonstrate severe social or emotional problems and also serves as a "crisis" teacher should students begin to act out in a violent manner within the regular classroom.

- Daily discussion or "rap sessions" conducted by our guidance and special education personnel, with small groups of students. Said students are handpicked for these discussion groups based on their past and present disciplinary records.

- The staff, guidance counselor, and principal act in concert with counseling pupils and parents. Additionally, when the need arises, use is made of the school nurse, and our Child Study Team (psychologist, social worker, learning disabilities consultant and psychiatrist). The guidance counselor is the resident member of the Team.

- Pupil Services (Child Study Team) was asked to work out appropriate educational programs for the few students who truly lacked the self control to avoid violence. We held regular parent meetings, both during the day and evenings, about what we do in school and what parents do at home when students misbehave. "Respect yourself and others" has become our school motto as well as our "discipline policy." A copy of the complete policy and procedure is attached. We don't have "acts of violence" anymore.